

**THE INFLUENCE OF USING CLUSTERING
TECHNIQUE TOWARDS STUDENTS' WRITING
ABILITY IN RECOUNT TEXT AT THE FIRST
SEMESTER OF THE EIGHTH GRADE AT MTS.
WAYLAHU KALIANDA IN THE
ACADEMIC YEAROF 2018/2019**

A THESIS

**Submitted as a Partial Fulfillment of
the Requirements for S 1- Degree**

By:

**YUNI IRAWATI
NPM : 1411040383**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1440 H / 2019 M**

**THE INFLUENCE OF USING CLUSTERING
TECHNIQUE TOWARDS STUDENTS' WRITING
ABILITY IN RECOUNT TEXT AT THE FIRST
SEMESTER OF THE EIGHTH GRADE AT MTS.
WAYLAHU KALIANDA IN THE
ACADEMIC YEAROF 2018/2019**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S 1- Degree

By:

**YUNI IRAWATI
NPM : 1411040383**

Study Program: English Education

**Advisor
Co-Advisor**

**: Rohmatillah, M.Pd
: Agus Hidayat, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1440 H / 2019 M**

ABSTRACT

THE INFLUENCE OF USING CLUSTERING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT MTS. WAYLAHU KALIANDA IN THE ACADEMIC YEAR OF 2018/2019

By:
Yuni Irawati

Writing is often considered as a difficult subject by the students especially writing recount text. Recount text is a text which retell or experiences in the past that was given information to other person. In this case, the researcher applied Clustering technique to teach recount text. Therefore, this thesis is about the influence of using Clustering technique in teaching writing recount text. The purpose of this research is to find out whether there is an influence of using Clustering technique towards students' writing ability in recount text at the first semester of the eighth grade at MTs.Waylahu Kalianda in the academic year of 2018/2019.

The methodology of this research was quasi experimental design with the treatment held in 3 meeting, 2 x 40 minutes for each. The population of this research was eighth grade students of MTs.Waylahu Kalianda. The total sample in this research was 68 students taken from two classes, VIII A and VIII B. In collecting the data, the researcher used instruments, pre-test and post-test. The instrument was recount text writing test. After giving the post-test, the researcher analyzed the data by using SPSS to computer independent sample t-test.

From the data analysis computer by using SPSS, it was obtained that $\text{sig} = 0.000$ and $\alpha = 0.05$. It means that H_a is accepted because $\text{sig} < \alpha = 0.05$. In other words, it could be concluded that there was influence of using clustering technique towards students' writing ability in recount text at the first semester of the eighth grade of Mts.Waylahu Kalianda in the academic year of 2018/2019.

Keywords: *Clustering Technique, Recount Text, Quasi Experimental Design, Writing Ability.*

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmih, Sukarame, Bandar Lampung 35131 Telp. (0721) 783260

APPROVAL

Title: **THE INFLUENCE OF USING CLUSTERING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER OF EIGHTH GRADE AT MTS WAYLAHU KALIANDA IN THE ACADEMIC YEAR OF 2018/2019.**

Student's Name: **Yuni Irawati**

Student's Number: **1411040383**

Study Program: **English Education**

Faculty: **Tarbiyah and Teacher Training**

APPROVED

To be tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung

Advisor: *Rohmatillah* **Rohmatillah, M.Pd.**
NIP. 19810508 200710 200 1

Co-Advisor: *Agus Hidayat* **Agus Hidayat, M.Pd.**

The Chairperson of English Education Study Program
Meisuri **Meisuri, M.Pd.**
NIP. 19800515 200312 200 4

iii



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmih, Sukarame, Bandar Lampung 35131 Telp. (0721) 783260

ADMISSION

A thesis entitled: **"THE INFLUENCE OF USING CLUSTERING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER OF EIGHTH GRADE AT MTS WAYLAHU KALIANDA IN THE ACADEMIC YEAR OF 2018/2019"**
 By: **YUNI IRAWATI, NPM: 1411040383**, Study Program: **English Education**, was tested and defended in the examination held on **Thursday, February 21st 2019**

Board of Examiners:

Chairperson : **Bambang Irfani, M. Pd**

The Secretary : **Dian Refhya Wati, M.Pd**

Primary Examiner : **Yulan Puspita Rini, M.A**

Secondary Examiner : **Rohmatillah, M.Pd**

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. H. Chairul Anwar, M.Pd
 NIP. 19560810 198703 100 1

MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ نُنْفِدَ كَلِمَاتُ رَبِّي
وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

“The ocean were ink (where with to write out) the words of my lord, sooner would the ocean be exhausted than would the words of my lord, even if we added another ocean like it, for its aid.”¹ (Chapter, Al-Kahfi, Versus: 109)



¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, p. 851

DECLARATION

Hereby, I state that this thesis entitled: The Influence of Using Clustering technique towards Students' Writing Ability in Recount text at the First Semester of the Eighth Grade at Mts.Waylahu Kalianda in the Academic Year of 2018/2019 is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,

Declared by



YUNI IRAWATI
NPM.1411040383

DEDICATION

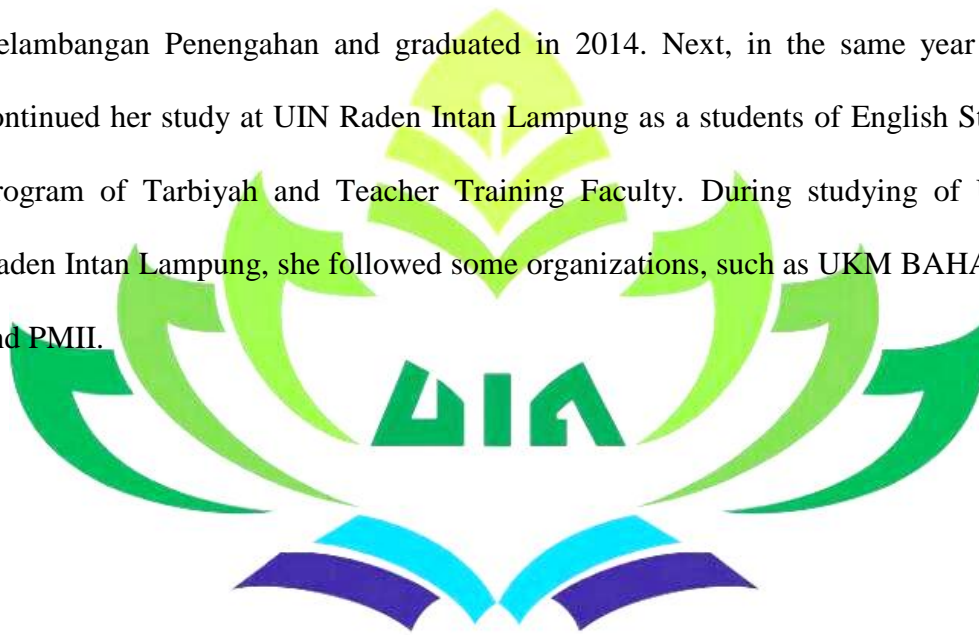
I would like to dedicate this thesis for all my beloved people;

1. My beloved parents, Mr. Hi.Ibrahim and Mrs. Hj.Nurjannah have already prayed and supported for my success, and advised me all the time.
2. My beloved sisters Tuti alawiyah, Eni Mayasari, Fitri,S.Pd.i and Ulfatun Hasanah who always motivate me to succeed.
3. My lovely almamater, UIN Raden Intan Lampung which has contributed a lot for my development.
4. My beloved advisor Mrs. Rohmatillah, M.Pd and co-advisor Mr. Agus Hidayat, M.Pd. Thanks for supporting and helping me.



CURRICULUM VITAE

The name of researcher is Yuni Irawati. She was born in Tanjung Gading South Lampung on June 06th, 1994. She is the fifth child of six children of Mr. Hi.Ibrahim and Mrs. Hj. Nurjannah. She has four sisters. She lives on Jl.Pesisir South Lampung, Desa Tanjung Gading, Kecamatan Raja Basa, Lampung Selatan. She began her school at SDN. Tanjung gading in 2000 and graduated in 2006. In the same year, she continued her study at Mts.Waylahu Kalianda and graduated in 2009. After that, she continued her study to MA.Terpadu Ushuluddin Belambangan Penengahan and graduated in 2014. Next, in the same year she continued her study at UIN Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty. During studying of UIN Raden Intan Lampung, she followed some organizations, such as UKM BAHASA and PMII.



ACKNOWLEDGEMENT

Alhamdulillah, thanks to Allah the Almighty, for the blessing, mercy and kindness. May shalawat and salam always be with the Prophet Muhammad who always brings us from the darkness to the lightness. This thesis entitled, “The influence of Using Clustering technique towards students’ writing ability in recount text at the first semester of the eighth grade at Mts.Waylahu Kalianda in the academic year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies (UIN) Raden Intan Lampung.

The researcher realizes that she cannot complete this final project without the help of others. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Faculty of Tarbiyah and Teacher Training and his staff who have given an opportunity and help for the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung who has given the help to complete this thesis.
3. Rohmatillah, M.Pd, the advisor as well for guiding the researcher so that she can finish this thesis.

4. Agus Hidayat, M.Pd, the co-advisor, who has always patiently guided, helped and given countless time for the researcher to finish this thesis.
5. All lecturers of English Departement in UIN Raden Intan Lampung who have taught the researcher since the first of her study.
6. The Headmaster, teachers, and all staffs at MTs.Waylahu Kalianda foreverything the best, and especially for Ibnu Hilal Yusa, S.Pd. English teacher of the Eighth Grade for all the best giving.
7. My special and good friends who always give contribution to accomplish this thesis.

They are: Rena islamiati, Yuli yanti, Siti. Ratna ayu, Yeni Puspita sari, Septriana, Septiyana sari, Zarkasyi Amal fatulloh, Tedy Wiyantara, Siti.Mutoharoh, Setianing rahayu, who always give me support and help. May Allah the most Glorified and the most exalted, give goodness and blesses for all guidance and help that have been given to the researcher. For this, may this thesis can give advantages for the reader. Amiin Yaa Robbal 'Alamiin

Bandar Lampung,....2018
The
researcher.

IRAWATI

YUNI

TABLE OF CONTENTS

	page
COVER	i
ABSTRACT	ii
APROVAL	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURICULUM VITAE.....	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS.....	x
LIST OF TABLE	xiii
LIST OF FIGURE	xiv
LIST OF APPENDICES	xv
CHAPTER I : INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	6
C. Limitation of the Problem.....	7
D. Formulation of the Problem.....	7
E. Objective of the Research	7
F. Uses of the Research.....	8
G. Scope of the Research.....	9
1. Subject of the Research	9
2. Object of the Research.....	9
3. Place of the Research.....	9
4. Time of the Research	9

CHAPTER II : REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language ..	10
B. Concept of Writing	
1. Definition of Writing	12
2. Concept of Writing Ability.....	14
3. Process of Writing	16
4. Revision of Writing	17
5. Requirements of Good Writing	20
6. Teaching Writing Skill	21
C. Concept of Recount Text	25
1. Definition of Recount Text	25
2. Generic Structure of Recount Text.....	26
3. Grammatical Features of Recount Text	26
4. Types of Recount	27
5. Concept of Recount Text Writing Ability	28
D. Concept of Clustering Technique	31
E. Procedure of Clustering Technique	33
F. Concept of Guided Question technique	35
G. Frame of Thinking.....	43
H. Hypothesis.....	45

CHAPTER III : RESEARCH METHODOLOGY

A. Research Design.....	44
-------------------------	----

B. Variable of the Research	46
C. Operational Definition of Variable	47
D. Population And Sample of the Research	47
E. Sampling Technique	48
F. Research Procedure.....	49
1. Planning.....	49
2. Application	50
3. Reporting	50
G. Data collecting technique	51
H. Instrument of the Research	52
I. Scoring scale for Evaluating Students' Recount Writing Ability	53
J. Validity, Reliability and Readability of Test	55
1. Validity.....	55
2. Reliability.....	57
3. Readability.....	58
K. Data Analysis	61
1. Normality Test.....	61
2. Homogeneity Test	62
3. Hypothetical test	63

CHAPTER IV: RESULT AND DISCUSSION

A. Result of the Research	62
1. Research Procedure	62
2. Description of the treatment for Experimental Class	62
3. Description of the treatment for Control Class	63

64	B. Data Analysis
	1. Result of the Pre-test in Control Class
 64
	2. Result of the Pre-test in Experimental Class.... ..
	66
	3. Result of the Post-test in Control Class..... ..
	67
	4. Result of the Post-test in Experimental Class
	68
	5. The Result of the Normality Test..... ..
	69
	6. The Result of the Homogeneity Test
	69
	7. The Result of the Hypothetical Test
	70..
	C. Discussion
	71

CHAPTER V: CONCLUSION AND SUGGESTION

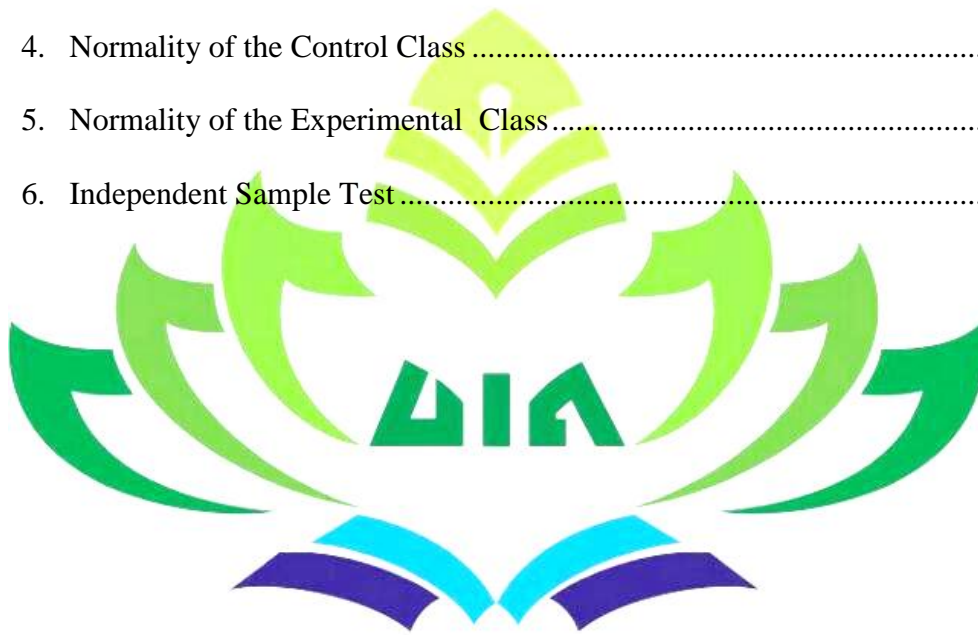
	A. Conclusion..... ..
	72
	B. Suggestion..... ..
	72
	1. Suggestion For The Teacher
	72
	2. Suggestion For The Students
	73
	3. Suggestion For The Other Researchers..... ..
	73

	REFERENCES
	62

	APPENDICES
	104

List of Tables

	Page
1. Students' Recount Text Writing Score of the Eighth Grade at Mts.Waylahu Kalianda.....	3
2. Population of the Eighth Grade of Mts.Waylahu Kalianda in the Academic Year 2018/2019.....	50
3. The System Scoring of Descriptive Text Writing.....	55
4. Normality of the Control Class	69
5. Normality of the Experimental Class.....	69
6. Independent Sample Test.....	71



The List of Figure

	page
1. The Figure 1(The Example of Personal Recount Text)	28
2. The Figure 2 (The Result of Pre-test of VIII A).....	65
3. The Figure 3 (The Result of Pre-Test of VIII B).....	66
4. The Figure 4 (The Result of Post-Test of VIII A).....	67
5. The Figure 5 (The Result of Post-Pest of VIII B)	68



The List of Appendices

	Page
1. Appendix 1. Pre-Test Instrument	80
2. Appendix 2 .Post-Test Instrument	81
3. Appendix 3 .Readability of items	82
4. Appendix 4 .Expert Validation form Writing Test	83
5. Appendix 5 .Interview for the Teacher	84
6. Appendix 6 The Result of the Interview with the English Teacher.....	85
7. Appendix 7 .Interview for the Students	86
8. Appendix 8 The Result of the Interview with the Students	87
9. Appendix 9 the Analysis Students' Score of Pre-test in Control Class	88
10. Appendix 10 the Analysis Students' Score of Pre-test in Experimental Class.....	89
11. Appendix 11 the Analysis Students' Score of Post-test in Control Class.....	90
12. Appendix 12 the Analysis Students' Score of Post-test in Experimental Class.....	91
13. Appendix 13 The Result of Students' Score of Pre-Test in Control Class	92
14. Appendix 14 The Result of Students' Score of Pre-Test in Experimental Class.....	93
15. Appendix 15 The Result of Students' Score of Post-Test in Control Class	94
16. Appendix 16 The Result of Students' Score of Post-Test in Experimental Class.....	95
17. Appendix 17 Control Class.....	100

18. Appendix 18 Experimental Class.....	101
19. Appendix 19 The Names of Students in Control Class	102
20. Appendix 20 The Names of Students in Experimental Class	103
21. Appendix 21 Syllabus	111
22. Appendix 22 Lesson Plan for Experimental Class	112
23. Appendix 25 Lesson Plan for Control Class.....	127



CHAPTER I INTRODUCTION

A. Background of the Problem

Human beings always need to interact with others to fulfill their needs. To achieve that, we use a things that called language. Language is a system of choices by which we can communicate certain functions, allowing us to express our experiences of the world, to interact with others, and to create coherent messages. Further, language is a set of rules, which communicate ideas feelings, beliefs, love, knowledge, culture among the members of a speech community each other. The function of language is so important for human life.² Everyone should interact with the other and needs to communicative with each other to covey messages or information that they want to say. The need language as a tool of communication, verbal or unverbal.³ In un verbal communication language is used by people to write a letter, poems, lyric of song and short story their life. In the holy Qur'an, Allah has stated in sura al-Alaq verse 4-5:


 أَلَمْ يَعْلَم بِأَلْقَامِهِ
 
 أَلَمْ يَعْلَم بِأَلْقَامِهِ

² Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.185.

³ Jeremy Harmer, *The Practice of English Language Teaching* (Oxford: Pearson Longman, 2007), p.13.

“Who taught (the writing) by the pen. He has taught man which he knew not”.⁴ The word “*Qalam*” in verse 4 of sura al-Alaq has meaning of the tool to write (pen).

Learning a second language is not an easy matter to discuss, it does not require just learning its vocabulary or its grammar, but also its culture, and a new way of thinking and acting. Nowadays, most people are required to be able to master English language, both for communication and for other matters. In formal case, English is used for business communication and public relations. While in informal case, language has function as a tool for communication to the other foreigners in order to build a relationship. Moreover, English language has become a subject in Indonesian schools, whether in Elementary School, Junior High School, Senior High School, and even Vocational School.

Basically, there are four basic skills of English: listening, speaking, reading, and writing. But one of the important of those four basic skills is writing. According to Harmer, “being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language”.⁵ In addition, writing is used for a wide variety of purposes it is produced in any different forms.⁶ For examples, letter, book, etc. So, in everyday life, Indonesian people need to master writing. There are some texts to gather the ideas such as descriptive text, recount text, and narrative text.

⁴ Maulawi Sher Ali, *The Holy Qur'an Arabic Text and English Translation*, Islamabad, Islam International publication, 2004, p.682.

⁵ Jeremy Harmer, *How to Teach Writing* (Essex: Longman, 2004), p.3.

⁶ *Ibid*, p.4.

In writing there are some types of writing such as recount, narrative, descriptive, exposition, and etc. Here the researcher was choosed recount. According to Anderson a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened.⁷ Based on that recount text is a text which retells or experiences in the past that will give information to other person.

Based on the preliminary research that was conducted at Mts Waylahu Kalianda on Tuesday, Feb 19th, 2018. The researcher conducted an interview with the teacher there. His name is Mr. Hilal, the teacher said that the students'recount text writing ability was still low. It was caused by the students still found difficulties in develop their ideas in making recount text. Another reason was that the teacher did not use the appropriate technique in teaching recount text it caused the students' interested in learning more. The teacher used Guided question technique, this technique is difficult to be applied in guiding writing process in big group students. It is caused the class diffcultied to conrtrolled by the teacher. For the students' score of recount text writing ability was still low could be describe in Table 1.

⁷ Mark Anderson and Kathy Anderson. *Text Type in English 1-2*, (South Yara: MacMillan Education Australia, 2003), p.48.

Table 1.
The Students' Score of Writing Recount Text
at the Eighth Grade of Mts Waylahu Kalianda
in the academic year 2018/2019

NO	Class	Students' Score		Number of Students
		<70	≥70	
1	VIII A	20	14	34
2	VIII B	14	20	34
3	VIII C	22	12	34
4	VIII D	18	16	34
Total		74	62	136
Percentage		54,4%	45,6%	100%

Source: The data from English teacher of Mts Waylahu Kalianda

Based on the table above, there are 136 students of eight grade of Mts Waylahu Kalianda. In the data, 62 students (45.6%) got score above 70 (the criteria of minimum mastery/ KBM) and 74 students (54.4%) got the score under 70. It means that the many students who get difficult in writing, because the students who got the score under the criteria of minimum mastery (KBM) more than the students who got the score above the criteria of minimum mastery (KBM) of 136 students.

Based on the questionnaire which has given to students of the eight grade at Mts Waylahu Kalianda, some students are interested in English and for the rest did not. Some factors of students' problem in writing were also found, such as in memorizing vocabulary because between pronunciation and form are different, develop and express their idea to write then arrange the sentences in the right structure. It means that the students need the technique of teaching that helps the students in vocabulary before write the text. Before the teaching and learning process the teacher needs to prepare the material and what kind of technique was used. With the interesting

technique, the students' can interest in learning process and can help student difficulties.

There are many technique to increase the student's competence in teaching writing. Clustering technique is one of the kind pre-writing activities to enhance our creativity in generating and organizing the students' ideas using lines and circles to indicate relationship. There are some reasons why clustering technique in teaching writing was used. First, clustering technique can develop students' ideas creatively. For example, the students can develop their writing by finding new ideas, so the students was produced a good writing. Second, the students can classify their ideas. For example, clustering technique can help the students to organize their ideas so they remember their ideas easily. The students' writing was organized well. Third, clustering technique make the students more creative in getting the ideas. For example, it helps the students in finding some new ideas than before. This technique can help the students in learning writing.

Based on the previous research, Miryanti on the title The Effectiveness of Clustering Technique on Students' Writing Recount Text; A Quasi-Experimental Study of the first Grade Students at SMA Al-Hasra Depok in Academic Year of 2015/2016, she said that the students' problem are the students are not interest in learning English because the less motivation and they got most of the difficulties in writing are how to generate and organize their ideas into writing; they are confused to start writing. According to the result of research by using Clustering Technique, the students felt more fun and they were not bored in the process of learning. It supported by the scores the students gained in which they received higher

scores after gave the treatments using Clustering Technique in teaching writing recount text.⁸

In addition, based on research journal of Fikri Alawi about Improving Students' Ability in Writing Descriptive Text Using Clustering Technique (An Action Research at eight grades of MTs. Darul Ma'arif Cipete-Jakarta).⁹ In conducting this research, the researcher used Classroom Action Research (CAR) as the method of research. The result of this research shows that using clustering technique in teaching descriptive writing can improve their writing's ability. The students' responses showed that they were interested to learn writing subject, because they felt easier to write using the technique. Moreover, the students' achievement in pre-test and post-test showed a significant improvement. The students' mean in preliminary study was 49.5%. In the first cycle the mean score was 64.8%. Meanwhile, the mean score in the second cycle was 74.3%. It means that there was 15.2 point or 30% of mean improvement from the students' score in the Preliminary study to the first cycle and there was 24.7 point or 49.8% of mean score improvement from the students' score in preliminary study to the second cycle. From this result, it can be concluded that teaching descriptive writing using clustering technique at eighth grades of MTs. Darul Ma'arif Jakarta can improve their writing ability.

This research is different from my research because, Miryanti's used tenth grade as a population, and this research used eighth grade as a

⁸ Miryanti, *The Effectiveness of Clustering Technique on Students' Writing Recount Text; A Quasi-Experimental Study of the First Grade Students at SMA Al-Hasra Depok*, Islamic University Syarif Hidayatullah Jakarta, 2015.

⁹ Fikri Fauzi Alawi, *Improving Students' Ability in Writing Descriptive Text Using Clustering Technique* : State Islamic University Syarif Hidayatullah Jakarta, 2011.

population. Beside, this reserch used more large sample, it is consisted of 34 students for each class, and in the Miryanti's research just consisted of 20 students each class.

Based on the research that has been done, the researcher wanted to apply the Clustering technique at Mts Waylahu Kalianda. Therefore, the purpose a research entitled “ The influence of using Clustering technique towards students' writing ability in recount text at the first semester of the eighth grade of Mts Waylahu Kalianda in the academic year of 2018/2019”.

B. Identification of the Problem

According to the background above, there are some problems:

1. The student's recount text writing ability was still low.
2. The teacher did not use appropriate technique in teaching recount text.
3. The students are difficult to develop and express their idea to write.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focused the research on the influence of using clustering technique towards students' writing ability in recount text. The material to be taught were about retells events or experiences in the past.

D. Formulation of the Problem

Based on limitation above the researcher formulated the problem as follow: is there a significant influence of using clustering technique towards students' writing ability in recount text?

E. Objective of the Research

The objective of the research was to know whether there is a significant influence of using clustering technique towards students' writing ability in recount text at the first semester of the eight grade of Mts Waylahu Kalianda in the academic year of 2018/2019".

F. Uses of the Research

After doing this research, the researcher expects that the result of this research were:

1. Practically

a. For the researcher

This research was given contribution to find out the best technique to improve students' writing skill.

b. For the students

To give motivation students in writing skill in recount text through learning English by using Clustering Technique.

c. For the English teacher

To inspire the English teacher to determine the technique of learning appropriate to the material and conditions of learners.

d. For the readers

To give information and knowledge about the use of Clustering Technique towards students' writing ability in recount text.

2. Theoretically

The result of this research is expected to give information about the influence of using Clustering Technique towards student's writing ability in recount text.

G. Scope of the Research

The scope of the research are as follows:

1. Subject of the research

The subject of this research was the students at the first semester at eighth grade of Mts Waylahu Kalianda in the academic year of 2018/2019.

2. Object of the research

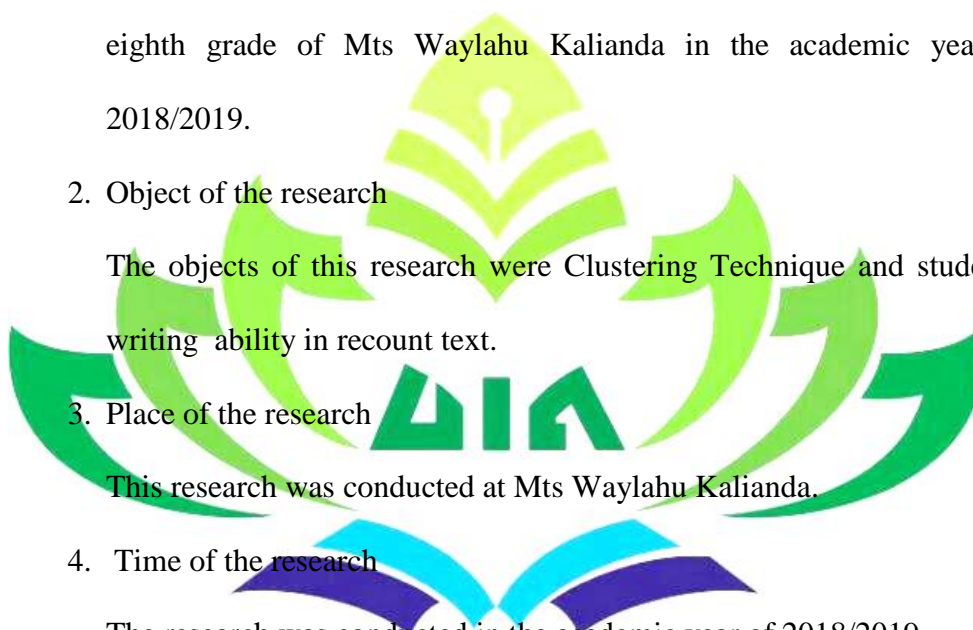
The objects of this research were Clustering Technique and students' writing ability in recount text.

3. Place of the research

This research was conducted at Mts Waylahu Kalianda.

4. Time of the research

The research was conducted in the academic year of 2018/2019.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching as a Foreign Language

Harmer says, “English as Foreign Language is generally taken to apply the students who are studying general English at school and institution in their own country or as transitory visitor in a target language country.” It means that the students only have chance to practice English in school and institution.¹⁰ In this case the teachers were also demanded to encourage students to practice English every time in their daily activities.

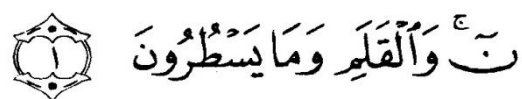
English as an international language has big influence to the human life. By using English, students can communicate and interact with other countries in the world. It is supported by Brown who says that English is increasingly being used as a tool for interaction among nonnative speakers.¹¹ English is really a foreign language for language learners in Indonesia that must taught from elementary school up to university. It is hoped that students have knowledge of English that can be used for communication.¹² It means that English as the first foreign language that must be taught in Indonesia can be used for communication. Language is the institution whereby humans communicate and interact with one another by means of habitually used oral

¹⁰ Jeremy Harmer, *How to teach Writing*, (Oxford: Pearson Longman, 2004), p.39.

¹¹ H. Douglas Brown, *Principles of Language Learning Teaching*: (4th Ed), (New York: Longman, 2000), p. 118.

¹² Ag. Bambang Setiyadi, *Teaching English as Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 35.

auditory symbols.¹³ Many people use language to communicate each other in their daily life. Language also is used to express the idea as a share each people by using language through spoken or written form. Allah states in surah al-Qolam verse 1:



“Nun. By the pen and that which they write”

In teaching English as a foreign language, the teacher should have known what teacher should do. Brown asserts that teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something that learned.¹⁴ It describes that teaching is a process to help te learners for understanding something that learned.

Based on the explanation above, it can be inferred that teaching English as a foreign language is the process for helping the students to learn English and make their understand in learning process and do a lot of practice to master the English language. In teaching English, the teacher should be creative to interest the students in learning English as a foreign language.

¹³M.F. Patel and praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques* (Jaipur: Sunrise Publisher & Distribution, 2008), p. 29.

¹⁴H. Douglas Brown, *Op. Cit.*, p. 7.

B. Concept of Writing

1. Definition of Writing

Writing is one way to communicate with other people. It is representation of language which is used to express and explain ideas in a textual medium through the use of signs or symbols. Elbow says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.¹⁵

Teaching writing actually is not easy because in writing needs some skills such as grammar, vocabulary, punctuation, etc. As cited by Heaton that the writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgement elements.¹⁶

Bell and Burn in Nunan said that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and text.¹⁷ of signs or symbols.

¹⁵Peter Elbow, *Writing Without Teacher*. (Oxford University Press, New York 1973), p.32.

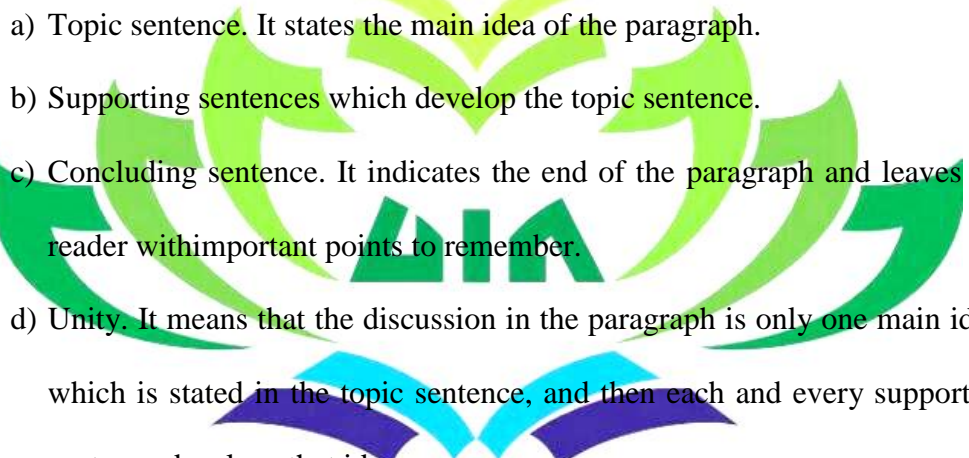
¹⁶J.B. Heaton, *Writing English Language Tests*. New Edition, (London: Longman, 1974), p. 138.

¹⁷Nunan. D, *Designing tasks for the communicative classroom*. (Cambridge: Cambridge University Press 1989)

Writing is a complex skill, it involves a complex process done step by step to pass on knowledge or messages in our mind in a written form, in which we have to use certain grammatical rules and choose the right words in our sentences. Each of sentences in a paragraph must have certain correlation with each other and organize in a good order.

Actually, paragraphs discuss the main idea of the essay. Oshima and Hogue states that a paragraph is basic unit of organization in writing in which a group of related sentences develop one main idea. A well-written paragraph contains six elements.

They are:

- 
- a) Topic sentence. It states the main idea of the paragraph.
 - b) Supporting sentences which develop the topic sentence.
 - c) Concluding sentence. It indicates the end of the paragraph and leaves the reader with important points to remember.
 - d) Unity. It means that the discussion in the paragraph is only one main idea, which is stated in the topic sentence, and then each and every supporting sentence develops that idea.
 - e) Coherence. It means that the paragraph is easy to read and understand because the supporting sentences are in logical order and using appropriate transition signals connects the ideas.
 - f) Cohesion. It means that all supporting sentences “stick together” in their support of the topic sentence.

According to the definitions above, the researcher concludes that writing is a process and a complex cognitive activity to figure out, process to put the meaning, and demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation into language.

2. Concept of Writing Ability

Writing is regarded as an extension of grammar – a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences.¹⁸ It means that writing is a complex process, which the students not only explore ideas and concrete to be realized in a text but also test of students' ability to make a writing correctly.

Writing ability is the skill of a writer to communicate information to a reader or group of readers.¹⁹ It means that writing ability is an ability to convey ideas between the reader and writer. In writing, there are five aspects that must be ordered by writer to make a good writing. It is needed to give clearly of information that as the writer means. According to Heaton, five major aspects are accompanied by explicit description of what is meant by the different band-scales. The criteria of good writing, there are:²⁰

- a) Content (the ability to think creatively and to develop thoughts).
- b) Organization (the ability to write in appropriate manner).
- c) Vocabulary (the ability to use of word/idiom).

¹⁸Hyland, *OP.Cit*, p.3.

¹⁹Sanggam Siahaan, *Issues in linguistics* (Yogyakarta: Graha Ilmu, 2008), p.22.

²⁰J.B. Heaton, *Writing English Language Test* (New York: Longman, 1988), p.135.

- d) Language use (the ability to write appropriate structure).
- e) Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).

There are aspects that can be used by teacher, lecturer, or writer to assess the students' writing ability. From those five aspects we can evaluate the students' writing ability. To accomplish good writing, the writer also work hard to find right ways to do it. As bad written was appeared ambiguous meaning in readers' mind. It shows that writing ability is very important for the writer especially to get an excellent writing. Brown gives some tips that can help to improve writing ability;

- 1) use acceptable grammatical systems (e.g tense, agreements, pluralization, patterns and rules);
- 2) express a particular meaning in different grammatical forms;
- 3) use cohesive device in written discourse;
- 4) use the rhetorical forms and conventions of written discourse;
- 5) appropriately accomplish the communicative functions of written texts according form and purpose;
- 6) convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification;
- 7) distinguish between literal and implied meaning when writing;
- 8) correctly convey culturally specific references in the context of the written text;

- 9) develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing device, writing with fluency in the list drafts, using paraphrases and synonym, soliciting peer, and instructor feedback and using feedback for revising and editing;
- 10) brush up on grammar and style;²¹

Based on those explanations, it can be concluded that writing ability is an ability to express ideas to someone or ever for public, writing is not only activity of arranging words but also when people write, they should organize the rule of writing at least they write their ideas to be a good proper use aspect such as content, organization, vocabulary, language, and mechanics.

3. Process of Writing

Mostly, every successful person passes their lives through difficult process to be the best. Same as that thing, to make good writing, there are many processes to make it. Sometimes, the students are worried about using the wrong words or sentences in writing. According to Harmer, writing process is the stages a writer goes through in order to produce something and its final written from.²² Writing needs many steps and rather difficult to do writing, the researcher must also give attention to the message that was conveyed to the reader, in order to make the reader understands and gets the specific information of the writing. In the process of writing, the result of brainstorming or clustering in prewriting process is guidance for us to write

²¹H.Douglas Brown, *Teaching by Principle an Interaction Approach to Language Padagogy* (New Jersey: Longman, 1994), p.343.

²²Jeremy Harmer, Op. Cit, p. 2.

paragraph.²³ As the researcher, the first draft on paragraph, use the ideas we generate from prewriting as a guide. As we write, remember to:²⁴

- a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
- b) Stick the topic does not include information that does not directly support the main idea.
- c) Arrange the sentences so that the other ideas make sense.
- d) Use signal words to help the reader understand how the ideas in your paragraph are connected.

Based on the statement above, it was concluded that writing process is a process of thinking in order something in written form. Then, writing process is an activity to produce a well organize written language which needs some steps or process. The students make goodwriting if they follow role of writing process, like they should begin with planning, drafting, editing, and final version. Here the teachers have important part in students.

4. Revision of Writing

The last step is revising, it is the important step to do after we have produced a draft. We have analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.²⁵ It is

²³*Ibid* , p. 43.

²⁴*Ibid* , p.47.

²⁵Jeremy Harmer, *The Practice of English Teaching*, 3rd , (Malaysia: Longman 2002), p. 5.

almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:²⁶

- a) Add new ideas to support the topic.
- b) Cross out sentences that do not support the topic.
- c) Change the order of the sentences.
- d) Using the following checklist to revise your paragraph.
 - 1) Make sure you have a topic sentence.
 - 2) Cross out sentences that do not relate to the main idea.
 - 3) Check to see if the sentences are in the right order.
 - 4) Add the new ideas if they support the topic sentences.
 - 5) Make sure you have included signal word to help guide the reader.
 - 6) Check the punctuation, spelling and grammar.

From the steps above, it can be concluded that writing, particularly academic writing, is not easy. It takes study and practice to develop this skill. When teaching writing there are special considerations to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and general organization of ideas into coherent pieces of discourse. All of these steps are important to make our writing better and systematic:

a) Prewriting

Prewriting is the first step; it is a preparation step before the writing process.

Prewriting gives a warm-up to the brain to gather the ideas to write about. There are several ways to warm up before we write.²⁷

²⁶*Ibid*, p.44.

b) Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every singlething that passing through or comes into our minds.²⁸

c) Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one toothers. The topic is positioned in the center of blank paper as a core circle, while the ideas are spread around. There are the steps of clustering process:²⁹

- 1) Write our topic in the center of a blank piece of paper and draw a circle around it.
- 2) Write any ideas that come into our mind about the topic in circle around the main circle.
- 3) Connect those ideas to the center word with a line.
- 4) Think about each of our new ideas, and then connect them.
- 5) Repeat this process until you run out of ideas.

Based on the statement above, it can be concluded clustering is a type of prewriting that allows the learners to explore many ideas as soon as they occur to the learners. Like brainstorming or free associating, clustering can explore many ideas from mind. It is a good way to develop idea before starting writing activity. Clustering is an activities that generate idea by using circles and lines.

²⁷ Karen Blanchard and Cristine Root, *Ready to Write*, 3rdEd (New York: Pearson Education 2003), p. 41.

²⁸ *Ibid*, p. 34.

²⁹ *Ibid*, p.42.

5. Requirements of Good Writing

To write an interesting text and good paragraph, we should know what a paragraph is. A paragraph is a group of sentences which contain relevant information about one main or central idea.³⁰ In writing a good paragraph, we should concern to two things. They are:

a) Unity

The unity is one of logical aspects of good paragraph. It refers to the type of the supporting sentences used in the paragraph.³¹ It refers to the relevant data used in the paragraph. This aspect can be improved before, while, and after writing the draft on the paragraph. The writer must be aware of this aspect to write to good paragraph well.

b) Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, needs to use some transitions, such as however, although, finally, and nevertheless.³²

From the description above, writing has five components: Content, Form, Grammar, Vocabulary, and mechanic. There are components that should be attended by writer in order to get good writing. Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey ones meaning.

³⁰ Sanggam Siahian, *The English Paragraph*, (Yogyakarta: Graha Ilmu 2007) , p. 9.

³¹ *Ibid*, p. 54.

³² *Ibid*, p. 102.

6. Teaching Writing Skill

Writing skills are specific abilities which help students or writers put their thoughts into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility, fluency and creativity in writing. independence is the ability to function in a given area without depending upon another's help. Independence writing is the ability to write anything one can say or understand in his or her language without depending upon another's help.

Comprehensibility means the ability to be understood; intelligible. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency skills are the ability to see larger segment and phrases as wholes as an aid to reading and writing more quickly. If learners have mastered these skills, they were able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a backup for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners. The important given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if at

all in its writing for learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.³³

Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single-sentences writing as it with single paragraph or extended text. Writing is often not time bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

Writing encourages students to focus on accurate language used and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. However, this quite separates from the issues of writing process and genre. Since here students are not writing to become better writers, they are writing to help them learn better.

³³Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education 2004), p. 31.

a. Genre

1) Definition of Genre

Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type of kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.³⁴ The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students was have to write.

2) Types of Genre

There are fifteen types of genre text, they are:³⁵

- a) Recount is a kind og genre used to retell events for the purpose of informing or entertaining.
- b) Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
- c) New story is a factual text which informs reader seven of the day which are considered newsworthy or important.
- d) Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.
- e) Anecdote is a kind og genre used to share with others an account of an unusual or amusing incident.
- f) Spoof is a kind of genre used to retell an event with a humorous twist.

³⁴Ken Hyland, *Second Language*, (The University of Michigan Press: Ann Arbour 2004), p. 18.

³⁵*Ibid*, p. 20.

- g) Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or step.
- h) Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
- i) Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
- j) Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
- k) Discussion is a kind of genre used to present (at least) two points of view about an issue.
- l) Description is a kind of genre used to describe a particular person, place or thing.
- m) Review is a kind of genre used to critique an art work or event for a public audience.
- n) Commentary is a kind of genre used to explain the processes involved in the information (evaluation) of a social-cultural phenomenon, as though a natural phenomenon.
- o) Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

The kind of the text which was given to the students to do was depended on their age, interest and level. For intermediate students and advance students. Because the students are eight grade of junior high school and based on the English Syllabus in the second semester, so this research was focus on the recount text.

C. Concept of Recount Text

This section was discuss about definition of recount, generic structure of recount, grammatical features of recount, and types of recount.

1. Definition of Recount Text

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.³⁶ The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

According to Anderson a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened.³⁷ Recount text means the form of the text telling about someone experience in the past that used in curriculum 2013, there for the experience of the readers themselves, such as their adventure and their day's activities. Recount text means telling about oneself adventures or the day's activities.

Based on the statement above recount is a text which retell or experiences in the past that was given information to other person. Then, recount is a text which retells or experiences in the past. Its purpose is either to inform or to intertain the audience. There is not complication among the participant and that differentiates from narrative. Narrative just tells about a

³⁶Ken Hyland, Op.Cit, p.29

³⁷Mark Anderson and Kathy Anderson. *Text Type in English* 1-2, (South Yara : MacMillan Education 2003), p.48

tale and recount text can tell about events, experiences, biography, letter, diary, and anything that happen in the past.

2. Generic Structure of Recount Text

There are three generic structure of recount. They are:³⁸

a) Orientation

It provides the setting and produces participants. It provides information about who, where, and when.

b) Record of Events

It tells what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/or evaluative remarks, which are interspersed throughout the record of events.

c) Re-orientation

It is optional-closure of events. It rounds off the sequence of events

3. Grammatical Features of Recount Text

The common grammatical features of recount text are:³⁹

- a) Use of nouns and pronouns to identify people, animals, things involved.
- b) Use of actions verbs to refer to events.
- c) Use of past tense to locate events in relation to speaker's or writer's time.

³⁸Ken Hyland, *Op.Cit*, p. 135.

³⁹*Ibid* . p.124.

- d) Use of conjunctions and time connectives to sequence of events.
- e) Use of adverb and adverbial phrase to indicate place and time.
- f) Use of adjective to describe nouns.

Based on the statement above, they are grammatical structure of recount. It is good for writing recount, if we want get the good hand-writing.

4. Types of Recount

a. Personal Recount

The purpose of personal recount is retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry) and language features of personal recount, they are:

- 1) Use the first person pronoun (I, We).
- 2) Personal response to the events can be included, particularly at the end.
- 3) Details irrelevant to add interest of humor.

b. Factual Recount

The purpose of factual recount is recording the particulars of an accident (report of science experiment, police report, historical account) and language features of factual recount, they are⁴⁰ :

- 1) Use the third person pronoun (they, he, she, it).
- 2) Detail is usually selected to help the reader reconstruct the activity or incident accurately.

⁴⁰Pardiyono, Op.Cit. p. 121.

- 3) Sometimes the ending describes the outcome of the activity (in a science experiment).
- 4) Mention the personal falling is probably not appropriate.
- 5) Detail of time, place, and manner may be needed to be precisely.
- 6) The passive voice used.

c. Imaginative Recount

The purpose of imaginative recount is taking on a imaginary role and giving details of events and the characteristics of imaginative recount, they are :

- 1) Usually written in the first person pronoun.
- 2) It may be appropriate to include personal reaction.

Based on syllabus eighth junior high school, the research focused on personal recount. The students were taught sharing their experience in writing form. So the students should know the generic structure of personal recount. These also make the students to make a good writing in the text easily.

Here is an example of personal recount:⁴¹

Our Trip to the Blue Mountain

Orientation On Friday we went to the blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

⁴¹Th.M. Sudarwanti and Eudi Grace, *Look Ahead an English Course* ,(Jakarta: Erlangga 2009), p.124.

Event 1 On Saturday we saw the three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Event 2 On Sunday we went on the scenic Skyway and it rocked. We saw cockatoos having a shower.

Re-orientation In the afternoon we went home.

5. Concept of Recount Text Writing ability

Writing is one skill in English that should be mastered by the students. According to Heaton writing is means of communications which is used the language to express his or her ideas, thought, and feeling.⁴² It means that writing is an activity to express idea, thought and feeling into written form. To produce good writing the writer should do the process of writing well, practice it more and rapidly. Besides that the writer also must be able to understand the aspects of writing including content, organization, vocabulary, language use, and mechanics.⁴³

According to Tribble, five major aspects to scoring writing ability are, content, organization, vocabulary, language, and mechanics.

- a) **Content** :Refers substance of writing, the experience of the main idea (unity)
- b) **Organization** :Refers to logical organization of the coherent.

⁴²J.B Heaton, *Writing English Language Test*(New York: Longman, 1988).p.135.

⁴³Cristoper Tribble, *Language Teaching Writing*(New York: Oxford University Press, 1996),p.130-131.

- c) Vocabulary :Refers to the selection of words those are suitable with content
- d) Language :Refers to use of the correct grammatical and syntactic pattern
- e) Mechanic :Refers to use graphic conventional of the language.⁴⁴

In English there are many kinds of text, one of them recount text. According to Pardiono recount text is retell events or experiences in the past, its purpose is either to inform or to entertain the reader.⁴⁵ It means that recount text is English text is used to retell the events or activities in the past time to give the information or entertain the readers. To write the recount text should be have good ability in writing. Writing ability is the skill of write to communicate information to the reader or group of readers.⁴⁶ It means that writing ability is the writers ability to express his or her ideas and thought in writing clearly by fulfill the aspects of writing.

Based on those explanations it can be concluded that recount text writing ability is the students skill or ability to express the idea, thought and feeling in written form to retell the events or experiences that happened in the past to give the information or entertain the readers by fulfilling the aspects of writing including content, organization, vocabulary, language and mechanics.

⁴⁴*Ibid.*

⁴⁵Pardiyono, *Pasti Bisa Teaching Genre-Based Writing* (Yogyakarta: Andi, 2007), p.116.

⁴⁶Sanggam Siahaan, *General Text Structure: (1 st Ed)*, (Yogyakarta: Graha Ilmu, 2008), p.3.

D. Concept of Clustering Technique

In the writing process there is a prewriting step. One of the prewriting steps is clustering. There are a lot of definition about clustering stated by experts, Karen Blanchard, and Christine Root state one of them, they define that clustering is another prewriting technique. It is a visual way of showing how the ideas are connected using cycles and lines. When cluster the ideas, draw a diagram of ideas.⁴⁷ Clustering, diagramming (mapping) is helpful the people that think on a visual way. Put the idea in a circle or block and branch off examples or other ideas pertaining to it. According to Jerry that clustering is using a key word placed in the center of a page (or board), a student's (or teacher) jots down all the free associations students give related to the word, clustering similar words.⁴⁸

According to. Smalley, and Ruetten, Clustering is makes a visual map of the ideas.⁴⁹ Buscemi said that clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Also called mapping, and diagramming, it is another effective way to gather information for an essay.⁵⁰

According to Dawson and Essid, Clustering is a type of prewriting that allows the learners to explore many ideas as soon as they occur to the

⁴⁷ Karen Blanchard, and Christine Root, *Ready to Write; A First Composition Text 3rd Edition*, (Longman: Pearson Education 2003), p.42.

⁴⁸ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, p.227.

⁴⁹ Regina L. Smalley, and Mary K. Ruetten, *Refising Composition Skill rhetoric and Grammar*,(New York: International Thompson Publishing Company 4th Edition), p.10.

⁵⁰ Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, 2002), p.14.

learners. Like brainstorming or free associating, clustering allows learners to begin without clear ideas.⁵¹

According to Maede, Clustering is powerful tool because it taps into the right brain, which drives creativity. The right brain is where fresh ideas and original insights are generated. The left brain, in contrast, is more logical and orderly. Both are essential to good writing, but if the left brain is dominant when starting writing, it inhibits the free flow of thought.⁵²

From the definition above, the writer concluded that clustering is a technique that can help to classify the ideas from general to specific ideas and be more detail by using circles, boxes, lines, or arrows.

E. Procedure of Clustering Technique

According Smalley, the procedures of Clustering Technique are:

- a) The teacher gives the students a blank of paper.
- b) The students write the topic from the teacher in the middle of the blank of paper and draw a circle around it.
- c) Then draw a line out from the circle and write an idea associated with the topic.
- d) Continue to map or cluster until you cannot think of any more ideas.⁵³

According to Maede, the procedures of Clustering technique are:

⁵¹Dawson and Essid, *Clustering in writing*, 2009 (online), URL: www.writing2.richmond.edu/writing/web/cluster.html, accessed on May 5th 2018

⁵²Vicki Maede, *How to Use Clustering to jump Start Your Writing*, 2009, (online) URL: <http://maedecomm.com/clustering.html> accessed on May 10th 2018

⁵³Regina L. Smalley, and Mary K. Ruetten, *Revising Composition Skill rhetoric and Grammar*, (New York: International Thompson Publishing Company 4th Edition), p.10.

a. Pre-writing

1. Write the theme on the whiteboard.
2. Draw a sample of cluster. Ask the students to competitively complete the provided cluster.
3. Give the example of simply word or short phrase based on cluster.
4. Ask the students to make a cluster on their own.

b. Whilst-writing

Ask the students to write recount text individually based on a certain theme.

c. Post-writing

Ask the students if clustering technique help them in writing recount text.

Evaluate the students writing products.

According to Dawson, the procedures of Clustering technique are:

- a) Choosing a word or phrases.
- b) Putting the word or phrases in central.
- c) Circling the word or phrases.
- d) Writing words all around the word or phrases that associate with the word in central.
- e) Connecting the new word or phrases to previous ones with lines.

From those procedures, the researcher modified the procedure of clustering technique for this research as follow:

1. Teacher explains to the students about the material that will be given.
2. Teacher shows example of recount text
3. Teacher asks the students about topic in the center of paper.

4. Teacher writes the topic in the center of paper.
5. Teacher guides the students to find the words that related to the topic.
6. The students connect the new word or phrases to previous in one line.
7. The teacher evaluate the students writing products.

**The Application of Clustering Technique
Part I: Setting/Orientation**

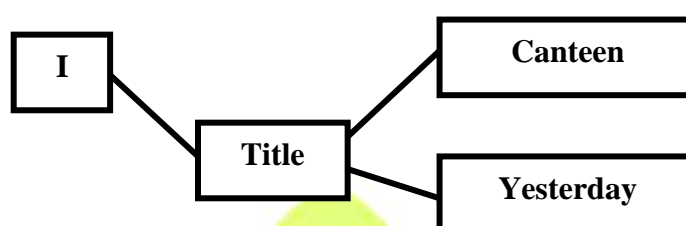


Figure. 1.1.

In the setting/orientation includes who, where, and when. Who : Tell about the actor or person in the story. Where : Tell about the place of the story happen. When : Tell about the time of the story happen.

Part II: List of Events

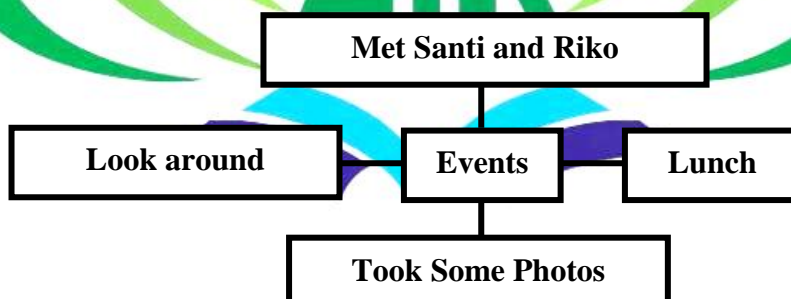


Figure. 2.2.

List of events is explains about some of events that happen in the story.

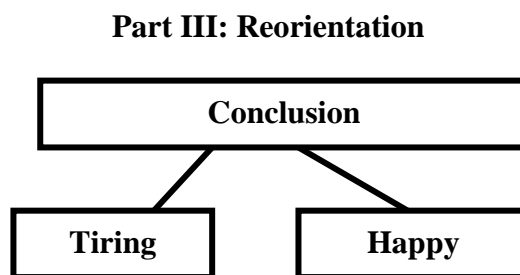


Figure. 3.3.

Conclusion is ending of the story. It can be happy ending or sad ending.

The example of writing recount text using clustering technique is as follow:

Setting/Orientation

In the morning my friend and I went to canteen. It's not far from our school, so we just rode out by cycles.

List of Events

First, we met Shanti and Riko outside the canteen. Then, they took us into the studio and showed us around. After that, we had lunch at canteen. The food was delicious. Before we went home, we took some photographs with Shanti and Riko.

Reorientation

It was tiring but we were very happy.

1. Advantages of Clustering Technique

In general, clustering provides high availability by allowing students writing-critical applications to keep running in the event of a failure. Although, clustering adds additional complexity to your messaging in writing, it provides a number of advantages over using stand-alone (non-clustered) technique. Clustering provides:

- a. Reduced single points of failure functionality.
- b. Ability to perform maintenance and upgrades with limited downtime,
- c. Ability to easily scale up your cluster to a maximum of seven active.⁵⁴

2. Disadvantages of Clustering Technique

The advantages using clustering technique writing recount text are:

- a. Should be long enough to complete all the stages.
- b. Taking longer time.⁵⁵

To solve these problems are:

- a. The students should be able to focus more on using right brain for brainstorming to complete all the stages.⁵⁶
- b. The teacher gives the students time limit so that they can finish on time.

Based on the statement above, it can be concluded that clustering technique is a kind of technique in brainstorming which benefit greatly from the right brain (design mind). Clustering technique can give some advantages and disadvantages in the teaching process of recount text. That is way believes that clustering technique can be used to teach recount text.

⁵⁴ Erlik Widiyani Styati, The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistic Intelligence, Thesis (Madiun: IKIP PGRI Madiun, 2009), p.33.

⁵⁵ Meliya adriati, The use of clustering technique in Teaching Writing Narrative text, p.8

⁵⁶ Gabrielle Lusser Rico, "Pre-Writing: Clustering" from <http://exchanges.state.gov/forum/journal>, p. 1

F. Concept of Guided Questions technique

1. Definition of Guided Questions technique

Guided question is a teaching technique which is conducted by giving students questions in order to direct them in learning. According to Oshima and Hogue, Guided question technique is a brain-storming activity in which you write freely about a topic. Guided question technique is another pre-writing technique.⁵⁷ According to Traver, guiding question is “the basic question that directs for understanding.”⁵⁸ It means that students’ ideas in writing can be directed through guided question that serve as an outline of written text. This outline can help guide the students through a logical development of ideas.⁵⁹

Brown says that guided questions is to prompt the test-taker to write from an outline.⁶⁰ The outline helps to guide the learner through presumably logical development of ideas that have been given some forethought. Guided questions uses for guiding a learner to write something. One of possibilities for a guided writing is by giving the learner some questions the students can express the ideas in writing. Guided questions help provide focus and coherence for unit of study.

Moreover, this technique can help students do the first step in writing process. It is exploring their topic in writing. Raymond stated that question

⁵⁷ Alice Oshima and Ann Hogue, (3th Edition), *Introduction to Academic Writing* (New York: Pearson Education, 2007), p.34.

⁵⁸ Rob Traver, *Educational Leadership ASDC March 1998*, (<http://smallschoolproject.org>, accessed in april4th 2018 at 3:51 p.m), p. 1.

⁵⁹ H. Douglass Brown, *Language Assessment Principle and Classroom Practices*, (California: Longman, 2003), p. 234.

⁶⁰ *Ibid.* p.235.

can be a way to help exploring topic in writing skill. Asking questions can be a way of playing with material before what you want to make of its shape.⁶¹

Based on the explanations, the researcher concludes that guided questions is a technique for teaching writing in which the students are guided to express their ideas into the written form by giving them some questions related to the topic, teacher can direct students' writing by giving 5 W + 1H questions in order to direct students to generate their ideas and details when they are writing an event or story without pausing and worrying about what words to use, and without going back to modify what has been written. The point is the learners should keep writing and never stopping until the time is end.

2. Kind of Guided Questions technique

There are some questions can be used as a guided question to direct learners in writing. According to Taylor in his book entitled *A Student's Writing Guide*, these several questions can be used to open up lines of thought. They are:⁶²

a. What

1. Ask for a connection between a name or word and object or phenomenon.
2. Ask a description of a particular object, process or idea.

b. Who, Whom

1. Who requests to identify who do things for some events.

⁶¹James C. Raymond, *Writing(Is an Unnatural Act)*, (New York: Harper& Row Publisher, 1980), p. 16.

⁶²Gordon Taylor, *A Student's Writing Guide How to Plan and Write Successful Essay*, (New York: Cambridge University Press, 2010), p. 28-33

2. Whom asks for the people who affected by an event or action.

c. Where, when

Ask for the location, time, and duration of events and objects and also can establish detailed issues of frequency, distribution, extent, regularity, and other important topics.

d. How

Ask for a description of a process rather than a phenomenon or an object and it can be a request for various feature or characteristics.

e. Why

1. Can be used for asking causal explanation which means te causes of some event or phenomenon.
2. Ask for purposive explanation such as the reason, aims, and purposes of those responsible for some action, event or phenomenon.
3. Can be a request for functional explanation for asking what function does something have or what role does it play.
4. Can be a request for deductive explanation which asks what combination of conditions people to infer a logical conclusion.

As explained in the point above, what, who, where, when, why, and how are kinds of 5W + 1H question which can open up learners' line of thoughts. These questions can be used as a guided question which is given to learners when they are writing a story or event to direct them in writing and generate their ideas and details.

3. Procedure of Teaching Recount Text through Guided Questions technique

From the concept stated previously, it can be known that guided question is a teaching technique which is used by giving the learners 5W + 1H questions in order to direct learners to generate their ideas and details when they are writing an event or story. The answers of the questions can be an outline of their writing before generating into a paragraph. Thus, the questions can be used as guidance in writing. There are two experts explained the steps of question usage in teaching writing.

The usage of the question in teaching writing is explained by Taylor in his book entitled *A Student's Writing Guide*. They are:⁶³

- a. Choose an essay topic that are for the writer. Such a topic that the writer already has idea about that.
- b. Ask the questions about the topic. The questions can be 5W+1H questions which are related to the topic that will be written.
- c. Answer the questions and write down the answer in no more than a sentence or two.
- d. Develop the answers of the question become the paragraph. The writer can add more ideas that can support the answers to make them detail.
- e. Consider the paragraph as temporary answer before the writer's eventual answer. This paragraph becomes a foundation of the text but it can be changed.

⁶³*Ibid*, p. 22

Based on the steps that explained by the experts above, several steps below is the mixing steps from the experts above in using guided question technique in teaching recount text writing ability:

- a. The teacher was given the writing topic to students in class. The teacher needs to make sure first that the topic is experienced by the students because the material is recount text which retells past events that had been occurred chronologically. After the teacher giving the topic, the students need to think about the topic.
- b. The teacher was given the several guide questions about the topic to the students. The guided question consist of 5W + 1H question related to the topic. The question is asked from the first to te last question about te topic.
- c. The students should respond or answer quickly each question in one or two sentences on a piece of paper. Each question should be answered because its answer can become an outline of paragraph to make a recount text.
- d. After each question is answered, the students have to make the answers of the guided questions become a paragraph writing on the other piece of paper. The students need several conjunctions that will be used to connect te sentences. The sentences of the answers are connected become the paragraph. The paragraph should be based on the organization of the recount text. It means that the students need to consider where the orientation, the event, and the reorientation of the text are. The students also might add more ideas related to the answers as a supporting detail for the sentences.

G. Frame of Thinking

Theoretical framework is a conceptual model about how the theories related to the factors has been identified as a crucial problem.⁶⁴ This was quantitative research. This research was aimed to know the influence between independent variable (X) and dependent variable (Y). Independent variable (X) was clustering technique and the dependent variable (Y) was the students' recount text writing ability.

A good teaching writing process can involve the readers in active interaction what is presented in the text. In order the students are not bored to learn english especially when teach writing,the teacher should be more creative. In teaching personal recount, the teacher needs suitable media and technique. So learning personal recount text in the class become interesting. In this case teacher are demanded to be creative in delivering recount text material so the students can be encouraged to improve their writing personal recount text.

Clustering is one technique in prewriting that is especially helpful for visual learner. It is a visual way of showing how the ideas are connected using cycles and lines. When cluster the ideas, draw a diagram of ideas. Clustering, diagramming (mapping) is helpful the people that think on a visual way. Put the idea in a circle or block and branch off examples or other ideas pertaining to it. According to Jerry that clustering is using a key word placed in the center of a page (or board), a student's (or teacher) jots down all

⁶⁴Sugiono, *Metode Kuantitatif/ Kualitatif dan R/D*, (Bandung: Alfabeta 2010), p. 75.

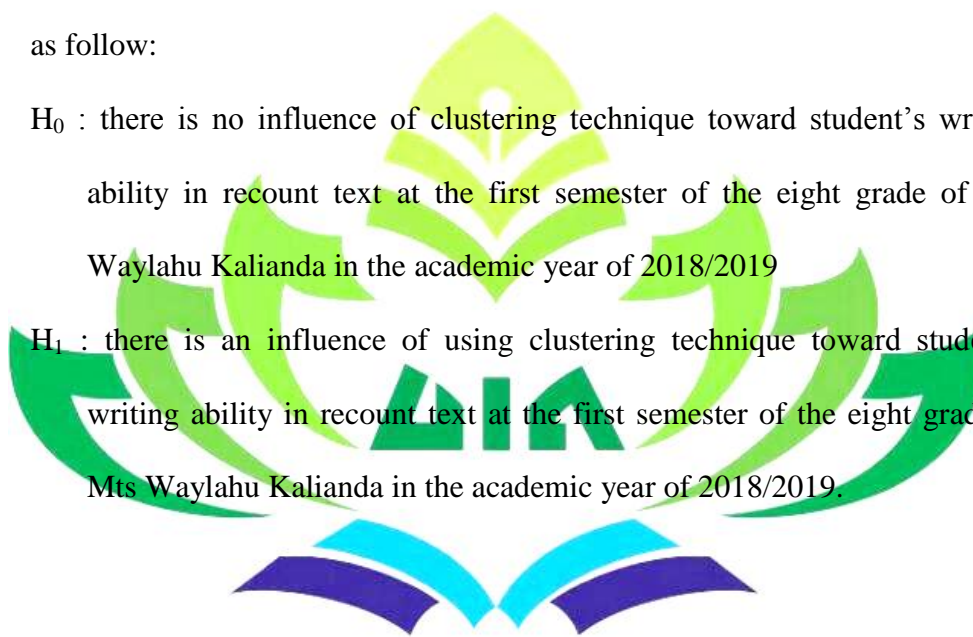
the free associations students give related to the word, clustering similar words. It can be assumed that teaching writing ability through clustering technique in recount text can help students to use the target language and this activity is cognitively challenging. The students are expected to be able to write the word recount text in English. In this research was focused on writing recount text by using clustering technique.

H. Hypotesis

Based on the frame of thinking above, it can be proposed hypotheses as follow:

H_0 : there is no influence of clustering technique toward student's writing ability in recount text at the first semester of the eight grade of Mts Waylahu Kalianda in the academic year of 2018/2019

H_1 : there is an influence of using clustering technique toward student's writing ability in recount text at the first semester of the eight grade of Mts Waylahu Kalianda in the academic year of 2018/2019.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was employed a quantitative study of gathering and evaluating the data. A quantitative method is a means for testing objective theories by examining the relationship among variables⁶⁵. These variables, in turn, was measured, typically on instruments, so that the numbered data was analyzed using statistical procedures.

Sugiyono states that, "Experimental research is research method was used to look for influence to do treatment towards another is was control conditions. Experimental design refers to the conceptual frame work which the experiment was conducted. Experimental has three types, they are:

1. Pre experimental design, this section presents two design that have been as pre experimental because they provide little or no control of extraneous variables. unfortunately one finds that this design is still use in educational research.
2. True experimental design, the design is this category is the most highly recommended design for experimentation is educational because of the control that they provide.

⁶⁵ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*: Third Edition, (New York: Sage Publication, 2009), p. 23.

3. Factorial experimental design, the design consist of two or more factors, each with discrete possible, and whose experimental units take on all possible combinations of these levels across all such factors.
4. Quasi experimental design, the goal of the experiments is to use design that provide full experimental control through the use of randomization procedures. Besides, Setiyadi says that true experimental has three criteria, namely is there is control group, both of the subject are choosen by random, pre-test is given to see the begining students' ability from both of groups.⁶⁶

From statement above, quasi experimental design was used to know the students' writing ability by using clustering technique. The focus is about to know the the influence of using clustering technique on students' writing ability. Quasi-experimental design is a suitable research design was applied. Based on Creswell statement, quasi- experimental design is frequently was used since the researchers can't randomly assign the class of participants.⁶⁷ In this design there are two classes that was used, one as the experimental class and another as control class.

In this research, the students in the experimental class was given the treatment (X) by using clustering , the students is the control class (O) was given treatments by using guided question technique.

⁶⁶ Bambang Setiyadi, *Metode Penelitian untuk pengajaran bahasa asing pendekatan Kuantitatif dan Kualitatif* (Yogyakarta; Graha Ilmu, 2006) p.14

⁶⁷ John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*; Fourth Edition, (New Jersey: Pearson Education, 2011), p. 309.

The design is illustrated below:

G1	T1	X	T2
G2	T1	O	T2

Table 2 Research Design

Notes :

G1 = The First class (Experimental class)

G2 = The Second class (Control class)

T1 = Pre – Test

T2 = Pre – Test

X = Treatment through clustering technique

O = Treatment through guided question technique

B. Variable of the Research

Classifying data into units call variable it a prerequisite for a quantitative researcher before step into the research field.⁶⁸ A variable was classified according to how they are measure and according to their funtions in the research. Thus, it was classified as dependent and independent variables.

In this research there are two variables, they are as follows:

1. The independent variable of the research is using clustering technique (X)
2. The dependent variable of the research is writing ability in Recount text (Y)

⁶⁸*Ibid*, p.141

C. Operational Definition of Variable

The operational definition of variable of this research are:

- a. The Clustering Technique is one of the prewriting activities that can be used to generate ideas for writing of any form. Clustering technique helps the researcher or learners to start the writing activity from the new expectation words and develop them in a bubbles or circles form. This technique is hope to solve the problem because usually students get difficulties to develop their idea in writing activity.
- b. Recount text writing ability is the students' ability to produce a text, which retells past event whose purpose is to inform and entertained the reader, which fulfill the criteria of good writing including content, organization, vocabulary, language and mechanics.

D. Population and Sample of the Research

Arikunto states that is a set or collection of all elements consisting of one or more attribute of interest.⁶⁹ In this research, the population is all the students at the first semester in eight grade of Mts Waylahu Kalianda in the academic year of 2018/2019. The number of students is 136 distributed in 4 classes. The distribution of the population of the research can be see in the following table :

⁶⁹ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Jakarta, Bineka Cipta,2006) p.17)

Table 2
The Total Number of the Eight Grade of Mts Waylahu Kalianda in the
accademic year 2018/2019

NO	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	8 A	14	20	34
2	8 B	17	17	34
3	8 C	17	17	34
4	8 D	18	16	34
TOTAL		66	70	136

Source : Documentation at the Mts Waylahu Kalianda in the accademic year 2018/2019

Arikunto says that sample is the part of population which was investigated.⁷⁰ was taken two classes, the 1st class as the experimental class and 2nd Class as the control class. And there are 34 students in every class. The sample of this research is 68 students.

E. Sampling Technique

In this research, the researcher applied a cluster random sampling. As Setiyadi states that every individual was gotten the same opportunity to be chosen and become the sample of the research.⁷¹ The process in determining the sample in cluster random sampling technique was used by using lotery. Step in determining the experimental class and the control class as followed:

- a. Writes four names of classes, they are VIII A, VIII B, VIII C, VIII D in a small piece of paper
- b. Makes a kind of lottery, and then these piece of paper roll and put into box
- c. After that the box is shake, and then the researcher takes two pieces of rolled paper.

⁷⁰ *Ibid*, p.174

⁷¹Ag. Bambang Setiyadi, Op.Cit, p. 39.

- d. The first paper as an experimental class and the second one as an control class.

F. Research Procedure

There were three steps in research procedure, they were:

1. Planning

Before apply the research procedure, There are some steps that plan the procedures can be seen as follows:

- a. Determining the subject of the research

The subject of the research was the students at the first semester of the eight grade of Mts Waylahu Kalianda in the academic year of 2018/2019.

- b. Preparing Pre-Test

Preparing a kind of test (called pre-test) that was given to the students to know the students' recount text writing ability.

- c. Preparing the Post-Test

Prepares a kind of test (called post-test) that was given to the students to know whether the students' recount text writing ability increase or not.

2. Application

After making planning, the researcher applied research procedure.

There are some steps in doing this research as follows:

- a. In the first meeting, the researcher gave pre-test. The students wrote personal recount text that consists of minimally 2 paragraphs, 100 words in 60 minutes.
- b. After giving the pre-test of the students to the experimental class and the control class, the researcher conducted the treatment by using clustering technique in the experimental class. While in the control class, the researcher conducted the treatment through guided question.
- c. In the last meeting, the researcher gave post-test. The test is used to know the result of the treatment from experimental class and control class. And then, the students wrote personal recount text, it consisted of minimally 2 paragraphs, 100 words in 60 minutes.

3. Reporting

The last step that should be done in the research procedure is reporting. There are as follows:

- a. Analyzing the data that are ready obtained from pre-test and post-test.
- b. Making a report on the findings.

G. Data Collecting Technique

Arikunto said that test is a number of statement or question use to measure skill, knowledge, intelligence or talent belong to individual and group.⁷² Based on the definition above, in collecting the data, was used some techniques, they are:

⁷²Suharsimi Arikunto, *Op. Cit.*, p.223

a. Pre-test

The pretest was given before the treatment. It was done by writing the recount text based on the provided topics. The researcher was given pretest to the students in control class and the experimental class to measure their recount text writing ability before treatment. In pretest the students was asked to write recount text based on the provided topics by using their own words in 60 minutes.

b. Post-test

The post test was done after the students in experimental and control class gave the treatment. It was done to know the students recount text writing ability after they were taught by using clustering technique. It is administered after treatment given to measure the influence of using Clustering Technique towards students recount text writing ability. In the post- test the students also was asked to write recount text based on the provided topics by using their own words in 60 minutes.

H. Instrument of the Research

In this research, the instrument is test. This test is aimed at measuring the students' writing ability. The test is written test. There are two kinds of instrumental of the research, they are pre-test and post-test. The researcher was provided three topics. The students should choose only one topic from the topics that was given. They have to write a recount text by using own words minimally 3 paragraphs and in about 45 minutes. The instruction for

pretest and posttest attached. In evaluating the students recount text writing, the researcher was used the indicator of writing score by Tribble:

a. Pre-test instrument:

- 1) My Holiday
- 2) When I was Child

b. Post-test instrument:

- 1) My Birthday Celebration
- 2) My First Time in Mts. Waylahu Kalianda

I. Scoring scale for Evaluating Students' Recount Writing Ability

Table. 3
Scoring scale for Evaluating Students' Recount Writing Ability

Areas	Scores	Descriptor
Task fulfillment/content	30-27	Excellent to very good: Excellent to very good treatment of the subject; considerable variety of ideas or argument; independent and though interpretation of the topic; content relevant to the topic; accurate detail.
	26-22	Good the avarage: adequate treatment of topic; some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	21-17	Fair to poor: treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.
	16-13	Very poor: inadequate treatment of the topic ; no variety of ideas or argument; content irrelevant, or very restricted; almost no useful deatail.
	4-0	Inadequate: fails to address the task with any effectifness.

Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraph or section; logically sequenced (coherence); connectives appropriately used (cohesion).
	17-14	Good the average: uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion).
	13-10	Fair to poor: very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequence difficult to follow (coherence); connectives largely absent (cohesion).
	9-7	Very poor: lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion)
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness
Vocabulary	20-18	Excellent to very good: widerange of vocabulary; accurate word/idiom choise and usage; appropriate selection to match register
	17-14	Good the average: adequaterange of vocabulary; occasional mistake in word/idiom choise and usage; register not always appropriate.
	13-10	Fair to poor: limited range of vocabulary; a noticeable number of mistake in word/idiom choise and usage;register not always appropriate
	9-7	Very poor: no range of vocabulary; uncomfortably frequent mistake in word/idiom choise and usage; register not always appropriate.
	4-0	Inadequate: fails to address this aspect of the dask with any effectiveness.
Language	25-22	Excellent to very good: confident handling of appropriate structures, hardly any errors of agreement. Tense, number, word, order, articles, pronouns,

		preposition,; meaning never obscured.
	21-19	Good the average: acceptable grammar- but problem with more complex structure : mostly appropriate structure; some errors of agreement. Tense, number, word, order, articles, pronouns, preposition,; meaning sometime obscured.
	17-11	Fair to poor: insufficient range of structures with control only shown in simple construction; frequent errors of agreement. Tense, number, word, order, articles, pronouns, preposition,; meaning often obscured.
	10-5	Very poor: major problems with structure – even simple ones ; frequent errors of negation agreement. Tense, number, word, order, article, pronouns, preposition,; meaning often obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness.
Mechanic	5	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, layout.
	4	Good the average: occasional errors in spelling punctuation, capitalization, layout.
	3	Fair to poor: frequent errors in spelling punctuation , capitalization, layout.
	2	Very poor: fails to address this aspect of the task with any effectiveness.

Final Score = C + O + V + L + M

Note:

C : Content (30)
O : Organization (20)
V : Vocabulary (20)

L : Language (25)
M : Mechanic (5)

Source: Cristopher Tribble, *Language Teaching Writing*, Oxford University Press, New York 1996, p.130

J. Validity, Reliability and Readability of Test

1. Validity of the Test

A good test is the test that has validity. The validity test is the most important consideration in developing and evaluating measuring instrument.⁷³

It means that a good test must have validity so the test can measure the aspects that was measured. To measure whether the test has good validity or not, was used the content and construct validity.

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures or is specially related to the traits for which it was design. Content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.⁷⁴ It means that content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists. To get content validity, the test adapts with the textbook and based on the syllabus for the eighth grade of Mts Waylahu Kalianda.

⁷³Donald Ary, Lucy Cheser Jacobs, and Chris sorensen. *Loc.Cit.* p.225.

⁷⁴John W. Best and James V. Kahn, *Research in Education: (7th Ed)*, (New Delhi: PrenticeHall, 1995), p.219.

b. Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.⁷⁵ It means that construct validity is showing the measurement used contained correct operation definite, which was based on the theoretical concept. In this research, the researcher was used a writing. The methods of scoring students' writing that is adapted by Heaton. They are content, organization, vocabulary, language use, and mechanic. To make sure, the researcher was consulted to the English teacher of Mts Waylahu Kalianda Mr. Hilal for determining whether the test has obtained construct validity or not.

2. Reliability

A reliable test is consistent and dependable.⁷⁶ At the same page, Brown is also states that if you give the same test to the same student or matched on two different occasions, the test should yield similar result.⁷⁷ To ensure the reliability of the scores and to avoid the subjectivity of the writer, the researcher used inter-rater reliability. Inter-rater reliability was used when scores on the test are independently estimated by two or more judges or raters. They are teacher and the researcher. To estimate the reliability of the test, the researcher used Cohen's Kappa correlation as follows:⁷⁸

⁷⁵ *Ibid*, p.219

⁷⁶ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2003), p.20

⁷⁷ *Ibid*, p.20

⁷⁸ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p.232

$$\kappa = \frac{\text{Pr}(\alpha) - \text{Pr}(e)}{1 - \text{Pr}(e)}$$

Note :

$\text{Pr}(\alpha)$ = represents the actual observed agreement

$\text{Pr}(e)$ = represents chance agreement

That the sample size consists of the number of observations made across which raters are compared. Cohen specifically discussed two raters in his papers.

Furthermore, to know degree or level of the reliability of writing test, the researcher also was used the criteria of reliability as follows:⁷⁹

1. 0.800 – 1.000 = very high
2. 0.600 – 0.800 = high
3. 0.400 – 0.600 = medium
4. 0.200 – 0.400 = low
5. 0.000 – 0.200 = very low

3. Readability

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily

⁷⁹ Suharsimi Arikunto, *Op. Cit*, p.311

understandable.⁸⁰ In addition, according to Jorner and Bartlett, the best way to know whether documents are truly easy to read is by asking for feedback from readers representing the intended audience.⁸¹

To know readability of the writing test instrument, the researcher was followed Kouame's research. Participants were asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 described an item that was easy to read and 10 described an item that is difficult to read.⁸² The questions are tested individually. The participants may not have difficulties in understanding because they take the context of the writing into consideration. After that, the researcher measured mean of each item. Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.⁸³ After giving the instruments of writing test to students out of the sample, the result of instrument readability shows that the instrument is readable.

K. Data Analysis

After collecting the data, it was analyzed by using independent sample t-test. There are two tests that must be done before analyzing the data by

⁸⁰Julien B. Kouame, Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for low-Literate Participants, *Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010* (Michigan: Western Michigan University, 2010), p. 133.

⁸¹ Jones and Bartlett, *Assessing Readability with Grade Level Formula*, Available on: <http://www.readability.com-assessing-readability-with-grade-level-formula> (February 4th2018)

⁸² Julien B. Kouame, *Loc. Cit.*, p. 133.

⁸³*Ibid.*, p. 134

using independent sample t-test. They are normality test and homogeneity test.

1. Normality Test

The normality test is used to measure whether data in experimental class and the control class are normally distributed or not. In this research the researcher was used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The hypothesis for the normality test are formulated as follows:

H_0 = The data have normal distribution

H_a = The data do not have normal distribution

While the criteria of acceptance or rejection of normality test are:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

2. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In the research, was used statistical computation by using SPSS (Statistical package for the Social Sciences).

The criteria of acceptance or rejection of homogeneity test are:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses are:

H_0 = The variances of the data are homogenous

H_a = The variance of the data are homogenous

3. Hypothetical test

After giving the test and finding the result of two rates the formula, this reaserch was used t-test.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Notes :

\bar{X}_1 = Average of sample one

\bar{X}_2 = Average of sample two

S_1 = Standar deviation of sample one

S_2 = Standar deviation of sample two

S_1^2 = Variance of sample one

S_2^2 = Variance of sample two

r = correlation between two sample

The hypotheses are:

H_a : There is a significant influence of using clustering technique toward student's writing ability in recount text

H_o : There is no significant influence of using clustering technique toward student's writing ability in recount text

The criteria of the test are as follows :

H_a is accepted if $t_{\text{observed}} > t_{\text{critical}}$, or $(t_{\text{observed}} > t_{\text{critical}})$.

H_o is accepted if $t_{\text{observed}} < t_{\text{critical}}$, or $(t_{\text{observed}} < t_{\text{critical}})$.

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Research Procedure

The research was conducted in November 13th, 2018 after getting permission from Headmaster, Vice Principal of the curriculum and the English teacher. Furthermore, the research was done in Desember 12th, 2018 and the research was implemented through the following steps, there are :

- a) Determining the subject of research at the eighth grade of Mts.Waylahu Kalianda.
- b) Designing the writing test.
- c) Determining the sample of research by using cluster random sampling.
- d) Conducted the readability of the test (the reliability test was conducted to the students out of the research sample).
- e) Conducting the pre-test in control class and experimental class in order to know the students' score in recount text writing ability before the treatment.
- f) Analyzing the data of pre-test.
- g) Giving the treatment to control class and experimental class.
- h) Conducting the post-test in order to know the students' score in recount text writing ability after the treatment.
- i) Analyzing the data that of post-test. The data were analyzed by using statistic formula (Excel).

j) Comparing the result and testing the hypothesis. Then, made the conclusion.

k) Reporting the result of the research.

2. Description of the treatment for Experimental Class

The 1st treatment was conducted on November 13th, 2018 the students looked confuse. The lesson began by the researcher and students prayed together in the class, checking the attendance list. The students' looked not interested when the researcher said about writing. They think that writing is difficult . In this situation was the same as the data that the researcher got from the teacher in the preliminary research. The researcher did the treatment three times. In this treatment, firstly the researcher explained the recount text included in the generic structure, the language features and the writing aspect. After the students understand about the report text, the researcher gave explanation about clustering technique in the learning process of writing a recount text.

Furthermore, the researcher asked the students to make recount text using clustering technique based on the topic was given by teacher. In this meeting the researcher gave the students topic about “our trip to the blue mountain”. After the teacher gave the topic, the teacher asked the students about the orientation, in the orientation the teacher asked information about who, where, and when. After that the teacher explains about the orientation until the students really understand. After students understand the teacher

continues the material about events, after that, the teacher asked to the students about the events in the story, in this section there are also personal comments about the events or events that are told. After that the teacher explains about events in the personal recount text. After the teacher explains about orientation and events, then the teacher asked about reorientation, in this section the teacher asked to the students about the conclusions of the story is happy ending or sad ending.

The researcher asked the students to make recount text . In the first meeting some students could follow the instruction from the researcher about the steps to make recount text and just little students still confused to make recount text.

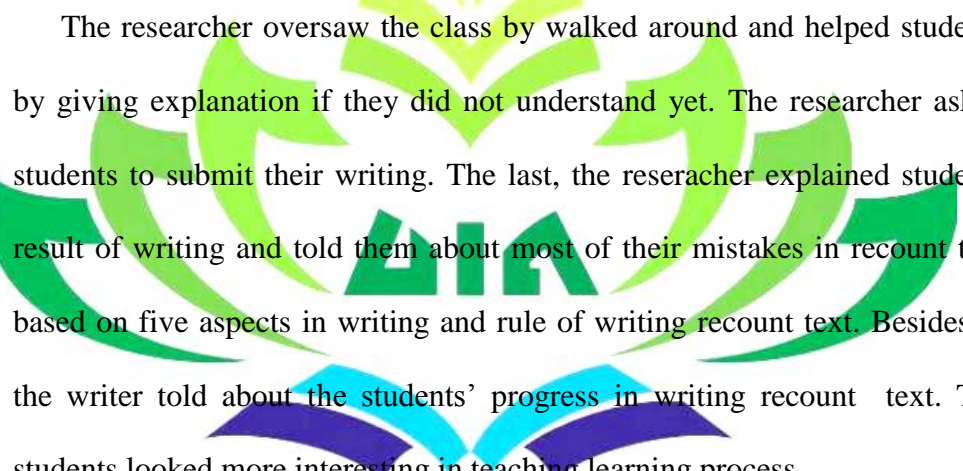
The 2nd treatment was conducted on November 15th, 2018. In the second treatment, was better than the first meeting because the students' did not look nervous and feel confuse anymore. They felt enjoyable with the material about recount text. The researcher started the teaching process by reviewing the material about recount text included generic structure, language features, and the purpose of the recount text. The researcher informed about the indicators of writing scores. In the second meeting the researcher gave the topic, it was "My busy day" the researcher asked the students to read the topic. After the teacher gave the topic, the teacher asked the students about the orientation, in the orientation the teacher asked information about who, where, and when. After that the teacher explains about the orientation until the students really understand. After students

understand the teacher continues the material about events, after that, the teacher asked to the students about the events in the story, in this section there are also personal comments about the events or events that are told. After that the teacher explains about events in the personal recount text. After the teacher explains about orientation and events, then the teacher asked about reorientation, in this section the teacher asked to the students about the conclusions of the story is happy ending or sad ending.

In Meanwhile, the researcher asked students to made clustering technique. The researcher asked the students to made clustering technique become a recount text by their self. In post teaching, the researcher asked students to submit their writing. The last, the reseracher explained students result of writing and told them about most of their mistakes in recount text based on five aspects in writing and rule of writing recount text. The students looked more interesting in teaching learning process.

The 3rd treatment was conducted on November 22th, 2018 was better than the second treatment because the students felt accustomed in teaching process through clustering technique. The researcher did not felt hard to explain what students should do because the students had already known what they must done step by step. Firstly the researcher gave topic to made clustering technique in recount text. Then, the researcher continuing the lesson, the researcher gave the topic “Lateness” the researcher asked the students about the word related to the topic. After the teacher gave the topic,,

the teacher asked the students about the orientation, in the orientation the teacher asked information about who, where, and when. After that the teacher explains about the orientation until the students really understand. After students understand the teacher continues the material about events, after that, the teacher asked to the students about the events in the story, in this section there are also personal comments about the events or events that are told. After that the teacher explains about events in the personal recount text. After the teacher explains about orientation and events, then the teacher asked about reorientation, in this section the teacher asked to the students about the conclusions of the story is happy ending or sad ending.



The researcher oversaw the class by walked around and helped students by giving explanation if they did not understand yet. The researcher asked students to submit their writing. The last, the reseracher explained students result of writing and told them about most of their mistakes in recount text based on five aspects in writing and rule of writing recount text. Besides it, the writer told about the students' progress in writing recount text. The students looked more interesting in teaching learning process.

3. Description of the researh at the Control Class

The researcher conducted the treatment in control class in three meeting. First meeting was administrated on November 27th 2018, second meeting on November 29th 2018, and the third meeting on Monday, Desember 4th 2018. When the researcher did the treatment in control class

the researcher found that the students in control class were not enthusiastic and confuse when the researcher said about writing. They looked not comfortable when the researcher came to their class. Then, the researcher tried to explain about descriptive text. The researcher explained about the generic structure, language feature of descriptive text. After that the researcher explained about guided question technique the students looked so bored. They were not pay attention the researcher.

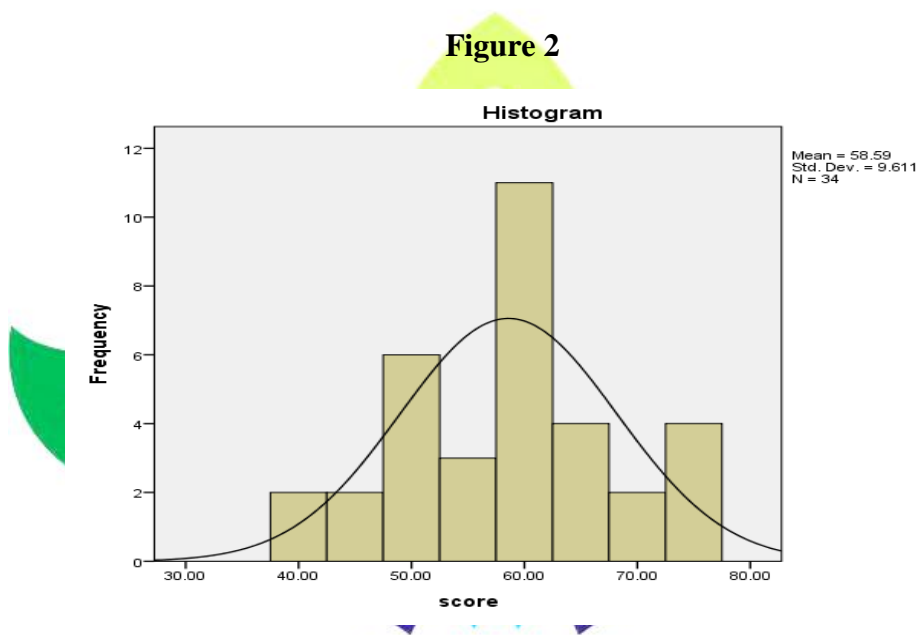
In addition, the researcher gave the topics to the students and the students wrote clustering technique in recount text. After the students finished write recount text. Then, they were made a circle of the topic. Then, the researcher asked the students to collect their written, they were said that they were not finished it. In this situation the students looked lazy to write. They were said to the researcher that they could not write, they were confused what they want to write. The students said that they were not knew how to found the main idea. And the situation in the class was noisy because the students talking each other.

Based on the treatment in control class, the researcher found that treatment in control class was not run well. It was shown that the students were not paying attention to the researcher. The students were not enthusiastically and confident to make the sentences. The condition of the class was noisy. The students lazy to wrote. The students was bored with the technique that researcher used. The students were not interisting with the treatments when the researcher did to teach them.

B. Data Analysis

1. Result of the Pre-test in Control Class

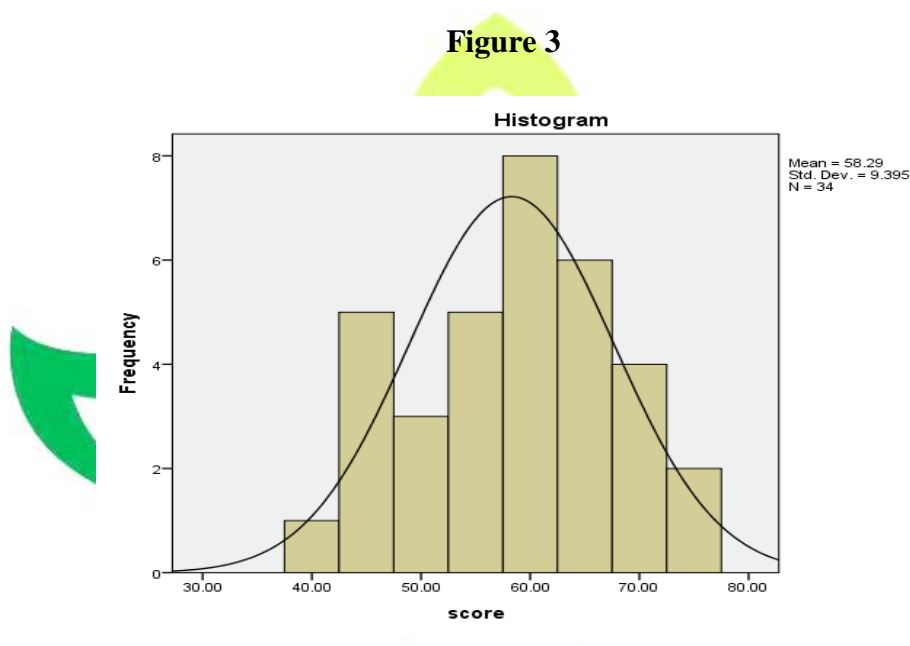
The pre-test of control class was administered on November 13th, 2018 in class VIII. It was the first meeting, the researcher conducted pre-test in order to find out the previous students' ability in recount text writing. The scores of the students' recount text writing ability that were tested in pre-test can be seen in figure below :



In figure above, it can be seen that present were, the researcher has been implemented pre-test before treatment. After did treatment, the researcher establish the mean of pre-test from 34 students is in control class is 58.5 produced by all students failed the test appropriate the KKM (<72), and standard deviation was 9.61 while median was 59.50, variance was 92.37 and minimum was 40.00, and maximum was 75. (See Appendices 13)

2. Result of Pre-Test in Experimental Class

The pre-test of experimental class was administered on November 15th, 2018 in class VIII B. The researcher also gave pre-test in experimental class to know their recount text writing ability before the treatment. The scores of the students' recount text writing ability that were tested in pre-test can be in figure 3 below :

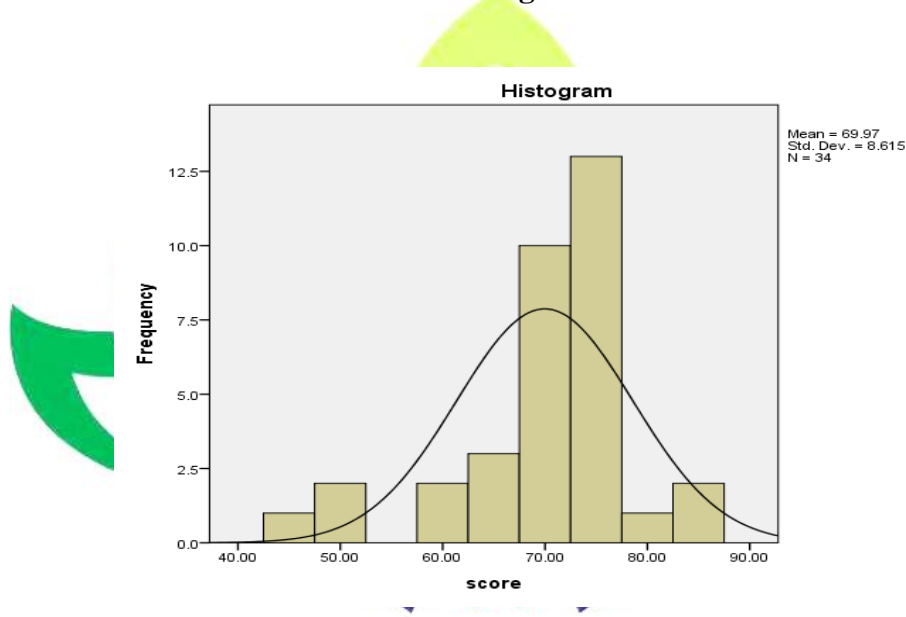


From the base of a figure 3 it could be seen that, the researcher implemented pre-test before treatment. After did treatment, the researcher set up the mean of pre-test was 58.29 produced by 33 students who failed based on KBM (≤ 72) and 1 student who obtain above on KKM (> 72), while standard deviation 9.39 and median was 60.00 variance was 88.27 and minimum score was 40.00 while maximum score was 75. (See Appendices 14).

3. Result of Post-Test Control Class

The researcher administered the post-test in order to know students' recount text writing ability after using guided question technique. It was administered on December 04th, 2018 in class VIII A. The scores of the students' recount text writing ability that were tested in post-test can be seen in figure 4 below :

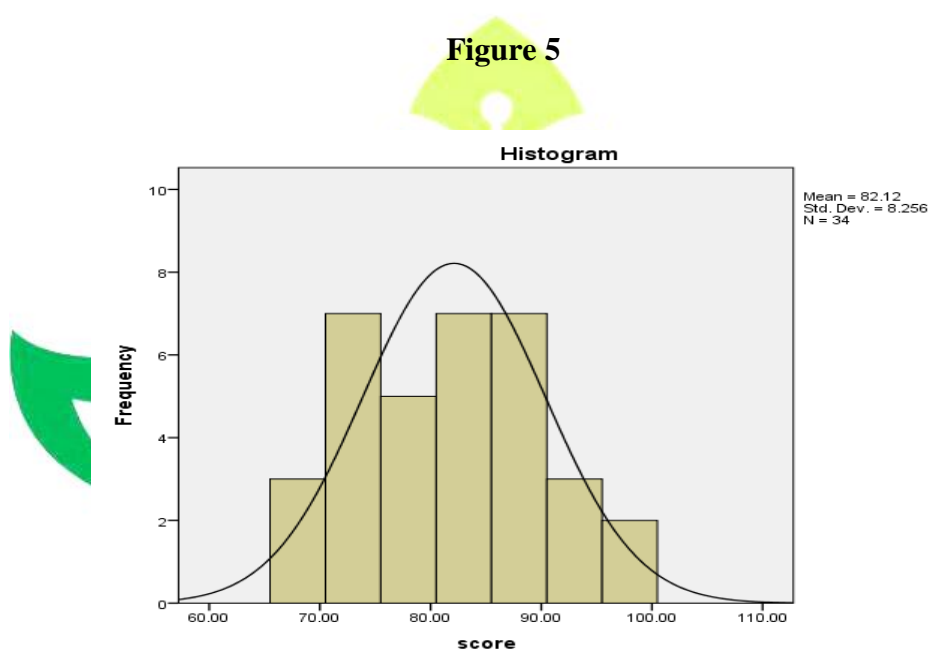
Figure 4.



In figure 4, the mean of post-test in control class was 69.97 produced from 16 students who obtained based on KBM (>72) and 18 students failed based on KBM (≤ 72), standard deviation was 8.615, median 72.00, mode 75.00, variance 74.211, score of minimum was 45.00 and score of maximum was 85. (See Appendices 15).

4. Result of Post-Pest Experimental Class

After conducting the three meeting of treatment, the researcher gave the post-test to the sample. The researcher conducted post-test in order to find out the students' development in writing recount text after they got treatment by using Clustering technique. The post-test was administered on November 22th, 2018 in class VIII B. The scores of the students' recount text writing ability that were tested in post-test can be seen in figure 5 below :



In figure 5, the mean of post-test in experimental class was 82.12 produced from 31 students obtained based on KBM (>72) and 3 students failed based on KBM (≤ 72), standard deviation was 8.256, median is 82.00, mode is 75.00, variance is 68.168, minimum is 68.00 and maximum is 99. (See Appendices 16).

5. The result of Normality Test

The normality test was used to measure whether the data in the experimental class and control classes are normally distributed or not.

The hypothesis formulas were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

Criteria of acceptance were:

H_0 is accepted if $Sig (Pvalue) > \alpha = 0.05$.

H_a is accepted if $Sig (Pvalue) < \alpha = 0.05$.

Table 4
Normality of the Control Class

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
score	Control	.076	34	.200 [*]	.978	34	.693
	Experimental	.123	34	.200 [*]	.978	34	.707

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 4, it can be seen that P_{value} (Sig) for control class was 0.200 for Kolmogorov-Smirnov^a and 0.693 for Shapiro-Wilk. And based on the table 4, it can be seen that P_{value} (Sig) for experimental class was 0.200 for Kolmogorov-Smirnov^a and 0.707 for Shapiro-Wilk. Because $Sig (P_{value})$ of experimental class is

$> \alpha 0.05$ it means that H_0 is accepted. The conclusion is the data are in the normal distribution. It is calculated based on the gain of the experimental and control class.

6. The Result of Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test to know whether the data were homogenous or not. The researcher used Levene Test using SPSS (*Statistical Program for Social Science*). The hypotheses for the homogeneity test are formulated as follow :

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

While the criteria for the homogeneity test are as follow :

H_0 is accepted if Sig (Pvalue) $> \alpha = 0.05$.

H_a is accepted if Sig (Pvalue) $< \alpha = 0.05$.

Table 5

Test of Homogeneity of Variances

Score			
Levene Statistic	df1	df2	Sig.
3.322	1	66	.0081

Based on the Table, it can be seen that Sig . (Pvalue) = 0.081 $> = 0.05$.

It mean that H_0 was accepted because $Sig. (Pvalue) > = 0.05$. The variance of the data was homogenous.

7. The Result of Hypothetical Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test to know whether the data were homogenous or not. The researcher

The hypothesis formulas are:

H_0 = there is no influence of using Clustering technique towards students' writing ability in recount text at the first semester of the eighth grade of Mts. Waylahu Kalianda in the academic year of 2018/2019.

H_a = there is an influence of using Clustering technique towards students' writing ability in recount text at the second semester of the eighth grade of Mts. Waylahu Kalianda in the academic year of 2018/2019.

While the criteria acceptance or rejection of hypothesis are:

H_a is accepted if $Sig. < \alpha = 0.05$

H_0 is accepted if $Sig. > \alpha = 0.05$

Table 6**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
score	Equal variances assumed	3.322	.081	-7.161	66	.000	-12.176	1.424	-13.815	-8.363
	Equal variances not assumed			-7.161	45.865	.000	-12.176	1.424	-13.818	-3.365

Based on the result obtained in the independent sample t-test on the table, that the value of significant generated *sig.* (P_{value}) = 0.000 < α = 0.05. So, H_a is accepted and H_0 is rejected. Based on the computation, it can be concluded that there was a significant influence of using Clustering technique towards students' writing ability in recount text of the second semester of eighth grade at Mts.Waylahu Kalianda in the academic year 2018/2019.

5.1 DISCUSSION

Based on the research that had been conducted, there was a significant influence of influence of using Clustering Technique towards students' writing ability in Recount Text at the first semester at the eighth grade of Mts.Waylahu Kalianda. Clustering Technique make the students develop their ideas especially in making recount text. Based on the result of research, the researcher did the pre-test to know the students' ability before the treatment. The result showed that the mean score of pre-test between experimental class and control class were slightly different. The mean score of pre-test in experimental class was 82.19. While the mean score of pre-test in control class was 70.53.

In this research, clustering technique was effective to improve and increase students' writing recount text. It was supported by Blanchard and Root, Clustering is another prewriting technique.⁸⁴ The researcher interested to conducting research about clustering technique for teaching recount text. According to Raimes, writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand.⁸⁵ It means that in the learning process of writing the students must have an ability to express their ideas and thoughts in written form clearly can make the reader get conlucing of written text. Clustering technique made the students improve and expressing their ideas easier.

⁸⁴Karen Blanchard, and Christine Root, *Ready to Write; A First Composition Text 3rd Edition*, (Longman: Pearson Education 2003), p.42.

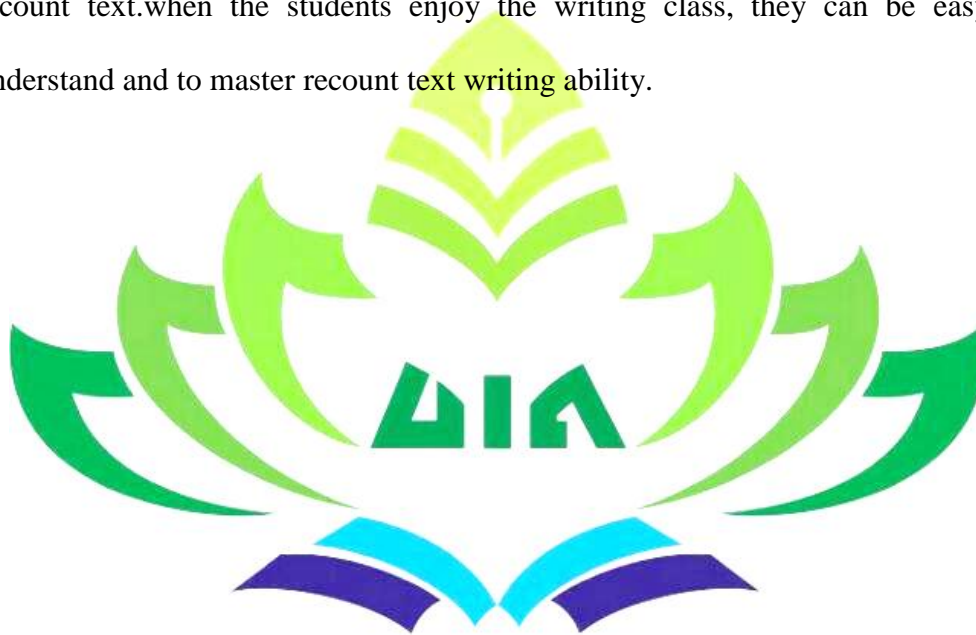
⁸⁵Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University, 1983), p.

Based on the explanation above, it can be concluded that the students have ability to elaborate their ideas in written form but in writing process the students need a technique to help them in processing of make their writing well. When the researcher did the treatment in experimental class, in the experimental class the researcher used clustering technique to teach the students. The researcher found that the students looked enthusiasm in learning process.

In addition, there was different when the researcher did the treatment in control class. The researcher used guided questions technique to teach the students in control class. In teaching recount text used guided questions technique the researcher looked that the students were uninteresting, felt bored and felt afraid when the researcher came to their class and explained about the writing recount text using guided questions technique. Many of them were difficult in making a text. When the researcher asked the students to collect their writing, then they were said that they were not finished it. The condition was happened because the technique that used by the teacher was not made the students interesting, enjoyable and improve in learning process especially in writing.

In this research, it can be seen that the result of students' post-test is higher than pre-test. Besides that, Clustering technique can improve each aspects of writing including content, organization, vocabulary, language and mechanics. The result of pre-test and post-test also showed that the students who taught by using Clustering technique got better than the students who taught by using Guide questions technique. The score show that the mean of post-test in experimental class was 82.70 and the mean of post-test in control class was 76.48.

It is supported by Fikri about Improving Students' Ability in Writing Descriptive Text Using Clustering Technique at eighth grade of MTs. Darul Ma'arif Jakarta. The result of his research was showed that using clustering technique in teaching descriptive can improve their writing's ability⁸⁶. The students' responses showed that they were interested to learn writing subject, because they felt easier to write using the technique. Furthermore, the researchers are interested in using clustering technique to teach writing recount text. Clustering technique can help student more concentration and interest in learning recount text. when the students enjoy the writing class, they can be easy to understand and to master recount text writing ability.



⁸⁶Fikri Fauzi Alawi, *Improving Students' Ability in Writing Descriptive Text Using Clustering Technique* : State Islamic University Syarif Hidayatullah Jakarta, 2011

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that had been done, it could be taken the conclusion that there is a significant influence. It could be seen that the result of T-test was significant in the range of 0.05 If $T_{\text{observed}} \geq T_{\text{critical}}$, case H_a was accepted. It means that the researcher assumption was true. The using of authentic material in teaching and learning English gave a significant influence, it could be seen in the result of the test. It can be proved from hypothesis test. The result of t-test at significance degree 5% and $df=66$ was 1.724, while the value of t-observed was 3.03. It means that the hypothesis null (H_0) was rejected and the hypothesis alternative (H_a) was accepted. The average score of post-test in experimental class (82.19) was higher than the result of post-test in control class (70.53). it also proved there was a significant influence of using clustering technique towards students' ability in writing recount text.

B. Suggestion

Based on the reseach result that was explained in conclusion above, the researcher had some suggestion as follows :

1. For the Teacher

Clustering technique is a good technique that can help students to master writing, where the students can be stimulated to produce idea by themselves. This technique could made the students more enjoy, motivated, elaborate student ideas and also proved could improve the students writing skills. Besides that, clustering technique compatible with our curriculum today, which the learners should be more active than the teacher. The teacher should not use monotonous technique in teaching process. A teacher should choose appropriate technique that can help the students to be more active in the classroom.

2. For the Student

The students should study hard and do more practice in writing English to improve their writing ability. Clustering technique could be used as alternative learning technique when some of you got difficulties on elaborate your ideas in written form. Believe to your teachers, what they did in learning process was only to made you better and better.

3. For the Other Researchers

The researcher applied clustering technique to increase students recount text writing ability. The other researcher can use this technique more effective if the time is enough so after giving clustering technique, the researcher can give explanation more clearly.

REFERENCES

- Anderson, Mark and Kathy Anderson. 1997. *Text Type in English*. South Yara: Macmillan Education.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Bineka Cipta.
- Brown, H Douglas. 2007. *Principles of Language Learning and Teaching*: 5th Ed. New York: Longman.
- _____. 2003. *Language Assessment Principle and Classroom Practices*. New York: Longman.
- Buscemi, Santi V. 2002. *A Reader for Developing Writers*. New York: McGraw-Hill Companies.
- Brown, H Douglas. 1994. *Teaching by Principle an Interaction Approach to Language Padagogy*. New York: Longman.
- Blanchard, Karen and Root, Cristine. 2003. *Ready to Write*. New York: Pearson Education. Inc.
- Creswell, John. W. 2012. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*: 3th Ed. New York: Sage Publication.
- Creswell. John W. 2011. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*: 4th Ed. New Jersey: Pearson Education.
- Diswatiningsih, an English Teacher of SMP Negeri 19 Bandar Lampung , *An interview* , on Tuesday, February, 19th, 2018
- Erlik Widiyani Styati, *The Effectivess of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistic Intelligence*, Thesis, Madiun: IKIP PGRI Madiun, 2009.
- Fikri Fauzi Alawi, *Improving Students' Ability in Writing Descriptive Text Using Clustering Technique*, Unpublished Thesis. Jakarta : State Islamic University Syarif Hidayatullah Jakarta, 2011.
- Gebhard, Jerry G. 2004. *Teaching English as a Foreign or Second Language*. New York: Oxford University Press.

Hayland, Ken. 2004. *Genre and Second Language Writing*: Ann Arbor: University of Michigan Press.

Heaton, J.B. 1988. *Writing English Language Tests*. New York: Longman.

Harmer, Jeremy. 1991. *The Practice of English Language Teaching*: 3rd Ed. London: Longman.

_____. 2004. *How to teach English*. Oxford: Pearson Longman.

_____. 2004. *How to teach Writing*. Oxford: Pearson Longman.

Jones and Bartlett, *Assessing Readability with Grade Level Formula*.
<http://www.readability.com-assessing-readability-with-grade-level-formula>
 (February 4th 2018)

Kouame, Julien. B. *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for low-Literate Participants*, *Journal of Multi Disciplinary Evaluation*. Vol. VI No. 14 August 2010. Michigan: Western Michigan University.

Meliya adriati, *The use of clustering technique in Teaching Writing Narrative text*.

Miryanti, *The Effectiveness of Clustering Technique on Students' Writing Recount Text; A Quasi-Experimental Study of the First Grade Students at SMA Al-Hasra Depok*, Islamic University Syarif Hidayatullah Jakarta, 2015.

Nunan, David. 1992. *Research Method in Language Learning*. Cambridge: Cambridge University Press.

_____. 1989. *Designing Task for the Communication Classroom*. Cambridge: Cambridge University Press.

Patel, M.F and Jain, Praveen M. 2008. *English Language Teaching: Methods, Tools & Techniques*. Vaishali Nagar: Sunrise.

Peter, Elbow. 2000. *Everyone Can Write: Essay Towards a Hopefull Theory of Writing and Teaching Writing*. London: Whole Person Associates Inc.

Raymond, James C. 1980. *Writing/Is an Unnatural Act*. New York: Harper& Row.

Sugiono. 2010. *Metode Kuantitatif/ Kualitatif dan R/D*. Bandung: Alfabeta.

Sudjiono, Anas. 2008. *Pengantar Statistic Pendidikan*. Jakarta: Raja Grafindo Persada.

Smalley, Regina L. And Ruetten, Mary K. *Refising Composition Skill rhetoric and Grammar*. New York: International Thompson Publishing Company.

Setiyadi, Bambang. 2006. *Teaching English as Foreign Language*. Yogyakarta: Graha Ilmu.

Siahaan, Sanggam. 2008. *Issues in Linguistics*: 1st Ed. Yogyakarta: Graha Ilmu.

Taylor, Gordon. 2010. *A Student's Writing Guide How to Plan and Write Successful Essay*. New York: Cambridge University Press.

Journal Sources:

Gabrielle Lusser Rico, "Pre-Writing: Clustering" from <http://exchanges.state.gov/forum/journal>.

Dawson and Essid. 2009. *Clustering in writing*. www.writing2.richmond.edu/writing/wweb/cluster.html, accessed on May 5th 2018

Maede, Vicki. 2009. *How to Use Clustering to jump Start Your Writing*. URL: <http://maedecomm.com/clustering.html> accessed on may 10th 2018

Rob Traver, *Educational Leadership ASDC March 1998*, (<http://smallschoolproject.org>, accessed in april 4th 2018 at 3:51 p.m).